REPORT RESUMES

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A CURRICULUM DEMONSTRATION PROGRAM FOR DROPOUT-PRONE STUDENTS--DELINQUENCY STUDY AND YOUTH DEVELOPMENT PROJECT.
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A DEMONSTRATION PROGRAM WAS CONDUCTED WITH SLOW-LEARNING, SOCIALLY ALIENATED STUDENTS (POTENTIAL DROPOUTS). FULL-TIME CLASSES WERE ESTABLISHED FOR GRADES 7 TO 12, CONTAINING SPECIAL LEARNING UNITS IN LANGUAGE ARTS, SOCIAL STUDIES, ARITHMETIC, SCIENCE, INDUSTRIAL ARTS, HOME ECONOMICS, PHYSICAL EDUCATION, AND WORK EXPERIENCE. THE CURRICULUM CONTENT AND METHODOLOGY OF THE CLASSES WERE REPORTED IN A COMPANION VOLUME (ED 010 331). THE EXPERIMENTAL (DEMONSTRATION) GROUP WAS SELECTED FROM STUDENTS JUDGED TO BE MOST DROPOUT-PRONE ON THE BASES OF (1) INTELLIGENCE, (2) READING ACHIEVEMENT, (3) GENERAL ACHIEVEMENT, (4) SOCIOECONOMIC STATUS, AND (5) SCHOOL ADJUSTMENT. A MATCHED CONTROL GROUP WAS FORMED WHICH RECEIVED NEITHER CURRICULAR ADJUSTMENTS, WORK EXPERIENCE, NOR SERVICES OF NONTEACHING PERSONNEL WHO WORKED WITH THE DEMONSTRATION PROGRAM. A STATISTICAL ANALYSIS OF DATA OBTAINED DURING A 3-YEAR STUDY INDICATED (1) THE PROGRAM WAS SIGNIFICANTLY SUCCESSFUL IN IMPROVING THE HOLDING POWER OF SCHOOL, (2) SPECIAL READING AND ARITHMETIC PROGRAMS PRODUCED SIGNIFICANT GAINS IN ACHIEVEMENT, AND (3) STUDENTS IN THE WORK EXPERIENCE PROGRAM DID NOT SIGNIFICANTLY IMPROVE IN THEIR ACADEMIC PERFORMANCE WHEN COMPARED WITH STUDENTS IN THE CONTROL GROUP. ADDITIONAL STUDY AND REVISION OF THE CURRICULUM WERE RECOMMENDED. (RS)

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FOR

DROPOUT-PRONE
STUDENTS

DELINQUENCY STUDY AND YOUTH DEVELOPMENT PROJECT

Charles V. Matthews

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Southern Illinois University

Edwardsville, Illinois

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A CURRICULUM DEMONSTRATION PROGRAM
FOR
DROPOUT-PRONE STUDENTS

Cooperative Research Projects No. D-041 and (5-0086)

No. HRD - 555 -66 (5-1166)

Charles V. Matthews

John E. Roam

June, 1966

The research reported and the program described herein were performed pursuant to contracts with the U. S. Office of Education, Department of Health, Education and Welfare.

A CURRICULUM DEMONSTRATION PROGRAM FOR DROPOUT-PRONE STUDENTS

Project No. - D-041, Grant No. 4-10-002
and
Project No. - HRD-555-66, Contract No. 6-85-087

Charles V. Matthews
John E. Roam

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Southern Illinois University

Edwardsville, Illinois

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Charles V. Matthews, Director
CENTER FOR THE STUDY OF CRIME,
DELINQUENCY, AND CORRECTIONS

John E. Roam, Coordinator
CURRICULUM DEMONSTRATION PROGRAM

INTRODUCTION

This report was prepared at the conclusion of a four-year program for the "dropout-prone" student in the Quincy, Illinois, public schools which was jointly operated by Southern Illinois University and the Quincy School System. The program was financed by the U. S. Department of Health, Education, and Welfare, Projects D-041 and HRD-555-66.

Research had discovered that approximately one-third of the students in grades seven through twelve were unsuccessful in meeting the educational requirements of the school system. And, as a result, these students discontinued school attendance prior to graduation. This failure to meet school requirements was later seen in their failure in the vocational and civic community.

Intervention in this course of failure was the specific goal of the program. A curriculum aimed at the "dropout-prone" student was developed as well as specific programs for vocational preparedness. Concurrently, the program developed a climate of teacher understanding and involvement leading to a school environment in which these students with learning difficulties could achieve success.

Following is a description of this intervention attempt along with a summary of the program and the conclusions of the authors.

CHAPTER I

THE PROBLEM

I. Background

Approximately one third of the students from grades seven through twelve are unsuccessful in fulfilling the requirements of our educational system. These students who often discontinue schooling before graduation repeat this failure experience in the vocational and civic community. Some of the factors contributing to this lack of adjustment to the school by a sizable percentage of its student population are: (1) low linguistic growth, (2) cultural deprivation, (3) social alienation, (4) inappropriateness of educational experience to vocational expectations, and (5) a lack of school and home environment suitable to the individual's development. "Dropout-prone" students are unable to find a satisfactory place for themselves in the present environment of the school. They lack the basic educational skills and are handicapped in the development of healthy personal practices. The school is failing to satisfy their needs.

Insofar as the schools are concerned, there is a need for a fourfold approach. First, to develop preventative programs aimed at the early school years of the student with learning difficulties. Second, to develop a comprehensive curriculum and a school environment in which the student can achieve success. Such a program needs to take into account the needs and interests of these students while providing opportunities for social status and personality development. Third, the schools need to provide opportunity for achievement of vocational preparedness. And fourth, they need to develop a definite climate of teacher understanding and involvement to attain maximum effectiveness. There is little question that students in this category have the capacity to develop into useful and productive citizens if they are guided in the acquisition of the knowledge, skills, and self-acceptance appropriate to their life's developmental needs. However, the pathway to adulthood through achievement in an academic school program and subsequent high school graduation is made rocky by differences in expected and actual accomplishments. In many cases the student with learning difficulties requires: (1) a carefully supervised training experience in which he can develop habits of responsibility and wholesome attitudes toward work as well as specific technical skills, (2) more concrete vicarious experiences, (3) involvement in short-range goal visualization because of limited concept of future goals, and (4) learning experiences to promote the concepts of different job classifications and opportunities in order to earn a livelihood. This situation points to a need for a school curriculum including actual vocational experience in conjunction with classroom learning.

The present experimental research demonstration was proposed to meet the responsibility of the school community for a comprehensive curricular adaptation and a work experience program appropriate to the needs of the dropout-prone student in grades seven through twelve.

II. Objectives

This project sought to demonstrate an educational program which would have the following purposes:

1. To meet the needs of the student with learning difficulties for vocational preparedness.
2. To retain slow learning and socially alienated students in the school program through the twelfth year.
3. To provide opportunity for and guidance toward adequate personal and emotional development.
4. To facilitate the transitition of the dropout-prone student between the elementary school, junior high school, senior high school, the world of work, responsible citizenship, and family living.

The foregoing general purposes were implemented by the following specific objectives:

1. To develop a sequential curriculum in grades seven through twelve providing concrete experiences geared to the needs of dropout-prone students.
2. To provide an agency within the school to integrate work experiences with classroom learning and to provide part-time work experiences and vocational counseling.

3. To provide a program of vocational preparedness for the student with learning difficulties having termination possibilities in the late grades.
4. To delineate the role of the teacher of dropout-prone students.
5. To demonstrate and evaluate the impact of the proposed major curricular changes upon the educational progress, vocational adjustment, and personal well-being of the dropout-prone student.
6. To develop new materials and teaching techniques suitable for use by other school systems.
7. To provide a final report of what has happened after three years of a planned five-year program.

The above purposes and objectives are directly related to the findings of the research in this field. Less direct, but nonetheless obvious, is the need of the teacher of the student with learning difficulties to obtain curricular guidance, professional status, and new learning materials to make learning meaningful and attractive.

CHAPTER II

REVIEW OF RELATED RESEARCH

I. Research in the Community

The Quincy Youth Development Project carried out an eleven year longitudinal action-research study of two complete age groups of Quincy, Illinois, school children. In the course of this larger research design specific studies were completed which yielded knowledge of the plight of the dropout-prone student, implications for programming, and some experience with curricular modifications for the student with learning difficulties.[1]

Three specific studies, under contract with the U. S. Office of Education and the National Institute of Mental Health, exhibited the measurable effectiveness of modified curricular approaches for slow learners who, for the most part, were found to be dropout-prone students. However, continuation of these curricular modifications obviated and amplified the need for even more drastic departures from traditional curricular adaptions.

The following results from the study of the "Motivations of Youth for Leaving School", completed in 1960, are pertinant to this study:

1. The dropout is of lower intellectual ability and social status than the stayin and has a consistant record of school failure and social alienation.

2. The dropout is inferior to a control population matched for sex, age, intelligence, and social adjustment and later life adjustment.
3. The school dropout has few part-time jobs while in school and is not able to find adequate employment for several years after dropping out of school. He is consistently less successful at obtaining a job and making a satisfactory work adjustment than are matched controls who stay in school.
4. The dropout-prone student experiences severe frustrations and critical school failure subsequent to the transition from the residential area elementary school to the large central junior high school at the seventh grade level.[2]

II. Teacher Attitude

A number of investigators have posed questions regarding the effect of teacher attitude on measured deviancy among children in depressed areas, (Groff,[3] Davidson, et al[4]). Sexton[5] and Kronberg[6] indicated that there is an effecting result.

Davidson emphasized that many of the current difficulties of the educational system, discipline, insufficient academic motivation, and inadequate reading ability, stem in part from the academic attitude of the teachers toward their pupils, the majority of whom are children of workers. The author went on to ask how a teacher could fulfill his task of educating a worker's child when he (the teacher) places a low value on the parent.[4]

Each child needs some assistance in developing positive attitudes toward the school and community. The teacher is of paramount importance in his classroom approach and parent involvement. It is very essential in conducting a successful program to have the understanding and cooperation of the parent.

Kephart pointed out that our modern civilization demands more of the child than ever before, but is decreasing the opportunity which it offers the child.[7]

Shapp concluded that if the student does not care the teacher who does can try to reach the child by teaching more creatively. Also, the life situation approach is a must due to the fact that mathematics, science, history, geography, etc., have importance only if and when they bear on something that has meaning to the disadvantaged child.[8]

III. Needs of Dropout-Prone Students

Kelley criticized certain curricular approaches used in teaching the dropout-prone student. Employers and college teachers who are receiving youths holding diplomas but who have done nothing in school claim that the curriculum has been "watered down". Kelley further points out that if soup does not taste good in the beginning, no amount of water will improve the flavor. There is a need for fresh and different soup.[9]

Roman concluded from a study he conducted that remedial reading programs which are not therapeutically oriented usually fail with delinquents, since learning depends upon the cooperation of a "reasonable ego" which most delinquents don't have.[10]

IV. Social Status

The fact that slow learning children tend to come from low socio-economic backgrounds was stated by Kirk. In a longitudinal study with young retarded children, he demonstrated that cultural factors have an effect on mental retardation.[11] Hollingshead reported that approximately ninety per cent come from the lowest social class.[12]

Campbell conducted a study of 100 secondary school children who were categorized according to four criteria. His findings strongly confirmed the widely held belief that certain aspects of home background greatly affect secondary school achievement.[13]

Gragg,[14] Sheldon,[15] Snepp,[16] and Coster[19] all agree that the majority of the school dropouts are from the lower class, minority groups, not active in extra curricular life of the school, patronized by their teachers, and have difficulty making friends at school.

V. Personal and Social Adjustment

Dillon,[17] Dresher,[18] and Coster,[19] reported that dropouts were often overage in grade and felt insecure and rejected by their classmates and teachers.

Wolfbein reported on a study in which twenty-two thousand school dropouts were studied by the Bureau of Labor Statistics in 1958. Significant figures from this study show that approximately thirty-five per cent of the dropouts indicated they left school because of adverse experiences. Also, one fourth of the boys and one eighth of the girls dropped out to get a job. Twenty-two per cent of the girls quit school to get married while no boys reported quitting for that reason.

A very significant discrepancy in the figures shows that school records indicated that approximately eighteen per cent quit because of reaching age 16, while only five per cent of the dropouts gave this as a reason.[20]

VI. Family Background

Stone,[21] Segel,[22] and Dresher[18] reported that dropouts' parents had little education, and did not display evidence of value on education or interest in school activities. They also note that dropouts more often came from minority groups and from broken homes. That families of dropouts did not have enough money for school fees was reported by McCreary,[23] Jacobs,[24] and Cook[25]. They saw the dropout as lacking money for status symbols. The dropout had fewer part-time jobs while in school, and the curriculum was not seen as vocationally relevant by him.

VII. Summary

The related research gives us a picture of the dropout or dropout-prone student as an inadequate person. His performance on a number of characteristics is inferior to that of his peers who stay in school. He finds it quite difficult to accomplish in school and out. He has fewer part-time jobs while in school. Though work is frequently given as a reason for dropping school he has difficulty finding a job and achieves a poor work record when he is employed.

Teacher attitude toward the student is seen as a contributing factor and combined with academic pressure causes poor attitude and poor performance. A need is shown for a different type of curriculum rather than a watering down of the traditional curriculum. Teaching is seen as needing to be therapeutically oriented rather than having the goal of catching the students up with other students.

Several researchers have commented upon the importance of the home background in causing students to be dropout-prone. The social distance between the home and the school was mentioned particularly, as well as parental attitude toward school and academic activity. A dislike for school and for teachers, possibly growing out of the factors mentioned in the two previous paragraphs, has been given both for failure in subjects and for dropping out of school.

The importance of vocational information and vocational counseling is indicated by unrealistic attitudes students were found to have toward the world of work.

CHAPTER III

PROCEDURES

I. Setting

This program took place in the large central junior and senior high schools in Quincy, Illinois. These schools included all public school students in grades seven through twelve in this stable urban center of approximately 50,000 population. All social classes and ability levels were represented by the student body of approximately thirty-three hundred students attending these schools.

The students who made up the treatment population were those judged to be "first priority" dropout-prone students according to the following factors: (1) intelligence, (2) reading achievement, (3) academic achievement, (4) socio-economic status, and (5) social adjustment. In the summer of 1963 a group of 66 entering seventh graders was selected as well as groups of 44 tenth, eleventh, and twelfth grade students. New groups of seventh graders and tenth graders have been selected in subsequent years.

II. Personnel

The direction, supervision, and research functions of the program were carried on by a central office staff of the following personnel:

The administrative director was responsible for providing the overall policy formulation and administrative direction of the total project operation. He represented Southern Illinois University and its responsibilities to the U. S. Office of Education and the Quincy public schools. He coordinated and supplied consultant services in specialized areas as the need arose during the continuation of the project.

The project coordinator was responsible for the overall direction and supervision of all the program operations. He was responsible for research procedures aimed at evaluating the experimental research demonstration in light of its objectives. He devised and selected record keeping procedures and measurement instruments, and directed all project personnel in the collection of data. He made frequent observations of all phases of the demonstration and secured descriptive and quantitative information pertinent to the evaluation and dissemination of the demonstration results. Statistical analysis, research reports, and publication of the demonstration results were the director's responsibility.

The curriculum supervisor, under the direction of the project coordinator, directed the summer curriculum workshops, weekly curriculum meetings, and was responsible for all in-service training. Along with the director, he selected, devised, purchased, and distributed instructional materials for teachers in the program. Under the direction of the project coordinator, he prepared curriculum guides for distribution to interested school systems on a nation-wide basis. In addition, he was responsible for day-to-day consultation with teachers, demonstration of classroom techniques, public relations, parent groups, the planning of field trips, scheduling of appropriate classroom guests, and all supervision and improvement of instruction. He worked closely with individual students, parents, and teachers in cases requiring consultative help. He worked jointly under the administrative supervision of the project coordinator and the building principal.

The work experience supervisor established contact with employers, unions, associations, and interested citizens as appropriate in the establishment of work-study programs. He was responsible for scheduling, supervising, and evaluating all students working part-time in connection with the demonstration. He was jointly responsible to the project coordinator and to the building principal for all work with students. The work experience supervisor was responsible for all vocational testing and guidance and worked closely with the curriculum supervisor on vocational units included in the curriculum.

A demonstration teacher assisted in the coordination of teachers and students in the demonstration. He worked with the curriculum supervisor and work experience supervisor in planning and initiating demonstration experiences.

During the third year of the program a qualified social worker was employed for several months as a parent visitation worker. Her duties were generally to establish closer school contact with the home.

More specifically she evaluated the home environment of students and interpreted this to the staff and teachers. She wrote individual reports and referred specific findings to the teachers concerned.

III. Organization of the Department

The department developed gradually over the three-year period to a complete department with 300 students, 13 full-time and 5 part-time classroom teachers. It included grade levels seven through twelve. The following chart shows the development of the program by classes:

CHART I

Number of Demonstration Groups

Grade Level	1963-64 Full Time	1963-64 Part Time	1964-65 Full Time	1964-65 Part Time	1965-66 Full Time	1965-66 Part Time
7	3	-	3	1	3	1
8	-	3	3	1	3	1
9	-	3	-	1	3	1
10	2	-	2	-	2	-
11	2	-	2	-	2	-
12	2	-	2	-	2	-

Note: Each class represents approximately 20 students and 1 teacher.

IV. The School Program

Students were scheduled into project classes approximately four hours per day. In grades seven and eight the four curriculum demonstration classes consisted of communication skills, social living, arithmetic skills, science and home economics or industrial arts. Students received one semester of science and one semester of home economics or industrial arts each year. Students in grades nine through twelve were taught communication skills and social living in a two hour block class. Ninth grade students were taught general math and home economics or industrial arts.

This pattern was followed through grade twelve except that science took the place of math at the tenth grade and work experience was substituted for one of these courses in many instances. Students were encouraged to participate in work experience for at least one of their three years at senior high. Some students participated all three years. Students received credit on a one credit per two hours basis with a maximum of one credit per year allowed for grades nine, ten, and eleven,, and a two credit maximum in grade twelve.

In grades ten through twelve the social studies-language arts block was definitely required. The rest of the individual's yearly schedule was planned with the best interest of the student at heart and with the opportunity for scheduling him taken into account. A majority of students took three years of physical education, one year of science, one year of math, at least one year of home economics or industrial arts, and at least one year of work experience. This left two units during the three year period which the student was relatively free to elect.

Freedom was given also for students with special interests or scheduling difficulties to deviate from these guidelines with the counselor's approval. Some students were scheduled into the following regular classes on a restricted basis:

Biology B
General Science
Art
Chorus
Typing
Senior Business
General Math
Agriculture
Health & Safety

The following is a grade by grade listing of the subjects offered the curriculum demonstration students:

Seventh Grade

Language Arts
Social Studies
Arithmetic
Science
Industrial Arts, Home Economics
Work Experience (Cafeteria, Class Projects)
Physical Education

Eighth Grade

Language Arts
Social Studies
Arithmetic
Science
Industrial Arts, Home Economics
Work Experience (Cafeteria, School Store, Class Projects, On-the-Job Training-Sheltered Work Program)
Physical Education

Ninth Grade

Language Arts

Social Studies

Arithmetic

Industrial Arts, Home Economics

Work Experience (Cafeteria, School Store, Class Projects On-the-Job Training-Sheltered Work Program)

Physical Education

Tenth Grade

Language Arts

Social Studies

Math - Biology

Industrial Arts, Home Economics

Work Experience (Service Station, On-the-Job Training-Sheltered Work Program)

Physical Education

Driver Education

Eleventh Grade

Language Arts

Social Studies

Business and Industrial Math

Industrial Arts, Home Economics

Electives (Art, Typing, Health and Safety)

Work Experience (Service Station, On-the-Job Training-Sheltered Work Program)

Physical Education

Twelfth Grade

Language Arts

Social Studies - Social & Vocation Topics - Vocational Testing

Industrial Arts, Home Economics

Electives (Senior Business, Health & Safety, General Science)

Work Experience (Service Station, On-the-Job Training-Sheltered Work Program)

Physical Education

In the language arts classes, the program was designed to bring the student up to his level of ability rather than to have the student catch up with students in the regular program. It was possible for students to do so, but this was not stressed. Instruction was individualized as much as possible.

Facts were not stressed in social studies as much as making the student aware of his surroundings and helping him to adjust to society. Attitudes toward school and society were of the utmost importance, as in all classes.

The math curriculum was structured by project teachers to include a practical side of mathematics and to involve the thinking processes as much as the mechanics.

In the junior high school, the boys in the industrial arts classes were scheduled into home economics and the girls in the home economics classes were scheduled into the industrial arts program for a short period of time. This was done to develop an awareness and an appreciation of the duties and responsibilites a family and society might place upon each person.

V. Sheltered Work Experience

A sheltered work experience was developed for the youngster who was unable or ill-prepared to work outside of the school environment. A service station was leased from an oil company by the Curriculum Demonstration Program to provide a sheltered work experience. The service station was used not only to train a youngster to be a service station attendant, but also to instill the habits necessary for successful work. In the station he was taught to meet people, keep a good appearance, make change, etc. A school store was operated by the project students at both the junior and senior high schools. In addition, the project had a work supervisor who was in charge of students for a custodial program at the schools. The student learned about landscaping, maintenance, and other areas. When a student had been given a Class I evaluation on his job, he or she was qualified for placement in the community. (The work experience program is explained more fully in chapter VIII.)

VI. In-Service Training

A vigorous program of in-service training of teachers was carried out during all three years of the project. The program included summer workshops, bi-weekly faculty meetings, small group meetings, individual conferences, and an on-going consultation of planning and curriculum development. The main purposes were: (1) to make the teachers sensitive to the problems of working with this group of students, (2) to develop a teamwork approach, (3) to develop a knowledge of special methods and techniques for dealing with students with these characteristics, and (4) to develop and initiate a total curricula program and materials. (See chapter VII for a more complete description of the in-service training program.)

CHAPTER IV

THE STUDENTS

I. Selection

The students for the Curriculum Demonstration Program were selected on the five factors of intelligence, reading achievement, general achievement, socio-economic status, and adjustment to school. These students, along with the control group, made up approximately fourteen per cent of the students who fell at the bottom of the ranking of the total class group according to the average of these five factors as measured by objective instruments. The educable mentally handicapped students were not included in selection as they were excluded from the regular school program.

It is recognized that these are factors which correlate highly with one another. Therefore, the Curriculum Demonstration Program students rank low on the scale when each of these factors is considered separately. This is shown by chart II which shows the number of students in the 1965-66 seventh grade class who fell into each quintile according to each selection factor. More than fifty per cent of the students fell into the fifth quintile on each factor except socio-economic status.

Chart II

Number of 1965-66 Seventh Grade CDP Students in Each Quintile According to Each of the Selection Factors

Quintile	I.Q.	Reading Achievement	Academic Achievement	Socio-Economic	Adjustment
5	62	75	75	19	70
4	19	17	13	35	19
3	1	0	4	34	3
2	0	0	0	4	0
1	0	0	0	0	0

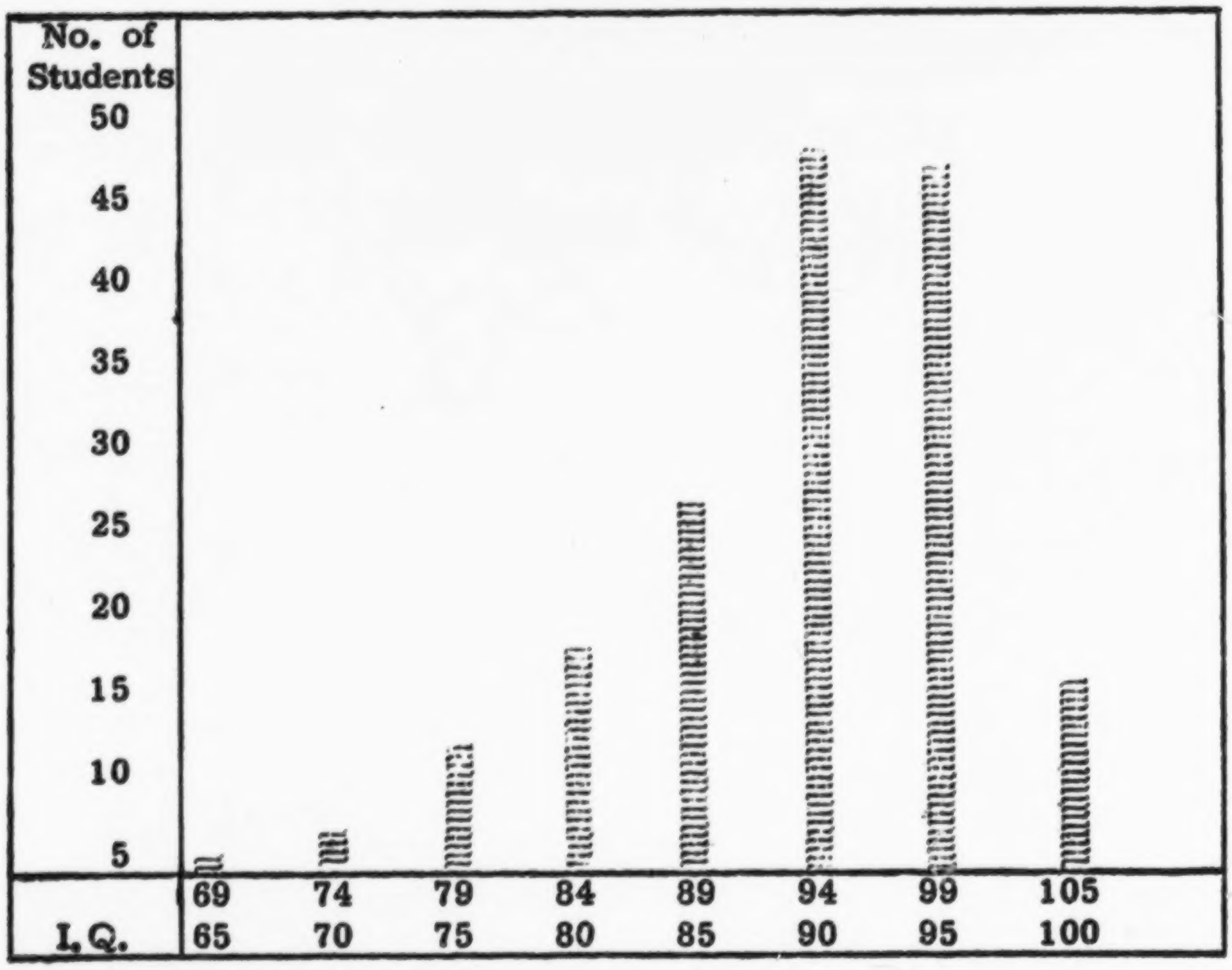
II. Intelligence

The I.Q. score was obtained from the California Test of Mental Maturity administered during the sixth grade. The highest I.Q. obtained was 109 and the lowest was 70. The median I.Q. of the 1965-66 seventh, eighth, and ninth grades was 92. Reading ability is required on the test instrument used. Both socio-economic status and emotional adjustment can also affect performance on an intelligence test. It is possible that a higher potential ability was represented than was evidenced by the I.Q. scores. It can easily be seen on chart III that more than half of the students fell between I.Q. 85 and 100.

Chart III

Graph of the Sixth Grade I.Q. of 1965-66 Students

in Grade Eighth-Ninth (Combination)

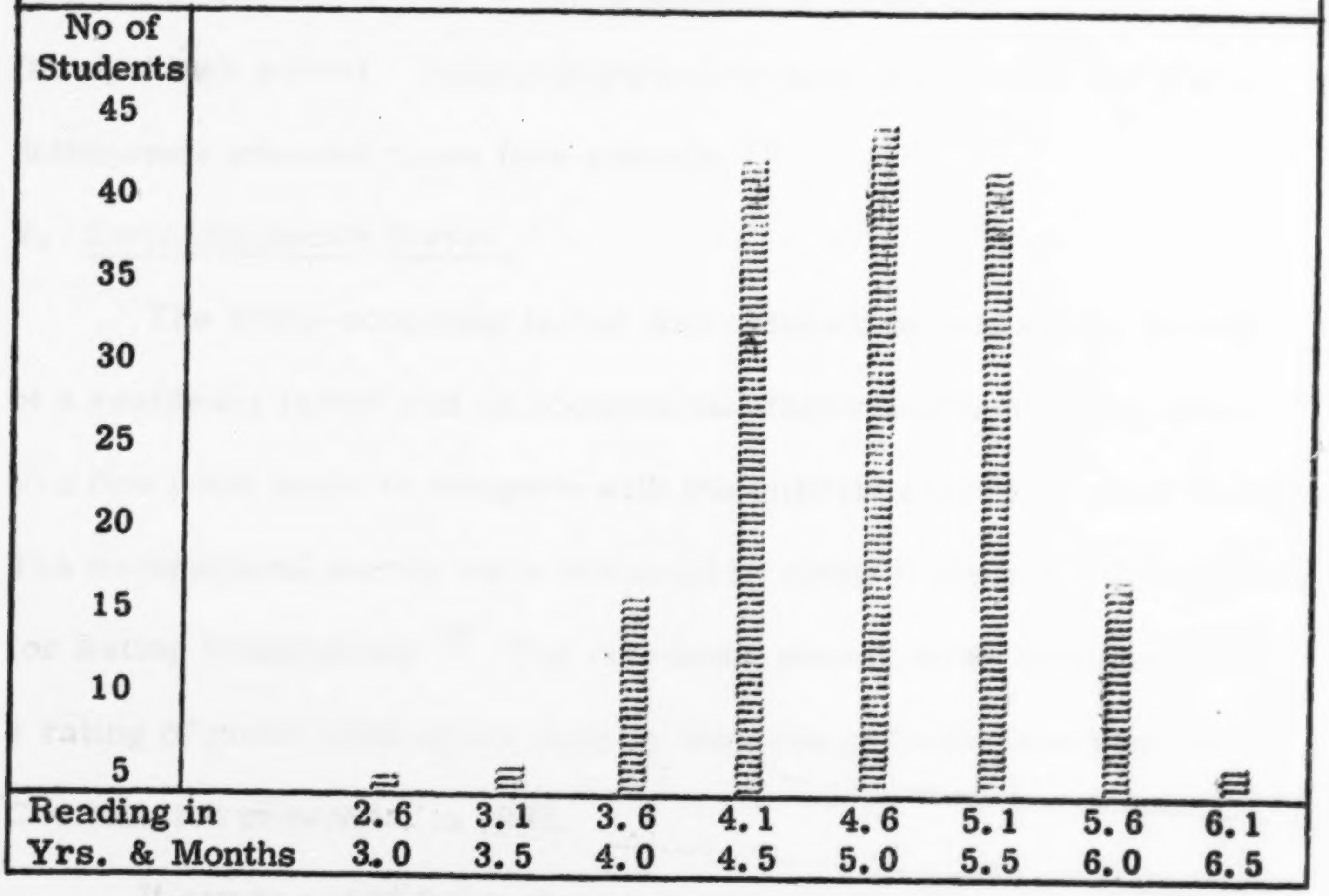


III. Reading Achievement

The reading factor was obtained by quintiling the reading scores from the Iowa Achievement Test administered at the sixth grade. The highest reading score obtained by a CDP student in the sixth grade was 6.5 and the lowest was 2.8. The median was 4.8. It can be noted in chart II that the low reading achievement was the most consistant of the five factors for the 1965-66 seventh grade. This tended to be true of the other classes. Whether poor reading achievement was treated as a cause or a result, it was certainly a very important factor to be considered in working with this group of students. Chart IV shows the reading levels of two classes as they were measured in the sixth grade. Eighty-nine per cent were retarded one year or more in reading achievement.

Chart IV

Graph of the Sixth Grade Reading Level of 1965-66 Students in Grade Eighth-Ninth (Combination)



IV. Academic Achievement

The academic achievement factor was obtained by averaging the grades each student received during the fifth and sixth grades. The scores were ranked and quintiled. Some bias could have crept into this selection due to the fact that students in the lower socio-economic areas tended to receive comparatively higher grades for similar performance than students in higher socio-economic schools. A single grading system is used by the school system, however. Students selected tended to come from the schools in the culturally disadvantaged areas. Sixty-five per cent of the 1965-66 junior high CDP students lived in the area comprising the four school districts recognized to be the culturally disadvantaged area. In 1958 and 1960 only forty-seven per cent of the graduates of these four schools finished high school. Approximately fifty-nine per cent of the city's delinquents attended these four schools.[26]

V. Socio-Economic Status

The socio-economic factor was obtained by adding the scores of a residence factor and an occupational factor and converting these to a five point scale to compare with the quintile scores of other factors. The occupational scores were obtained by using Warner's Revised Scale for Rating Occupations.[27] The residence scores were obtained from a rating of residential areas done by the Quincy Youth Development Commission personnel in 1962.

It can be noted from chart I that thirty-seven per cent of the seventh grade CDP students in 1965-66 were in the middle rating on the five point rating scale. Data collected from home visits casts some doubts that such a high percentage of these students came from families which represent average socio-economic status. Though no objective analysis has been done it seems likely that on an average, CDP students tended to represent lower socio-economic status than is indicated by chart I.

The socio-economic factors of the 1965-66 ninth graders are visually represented on chart V. The socio-economic factors are roughly equal to the third, fourth, and fifth quintiles. This class is representative of other classes in the program.

Chart V

Socio-Economic Factors

Of 1965-66 Ninth Graders

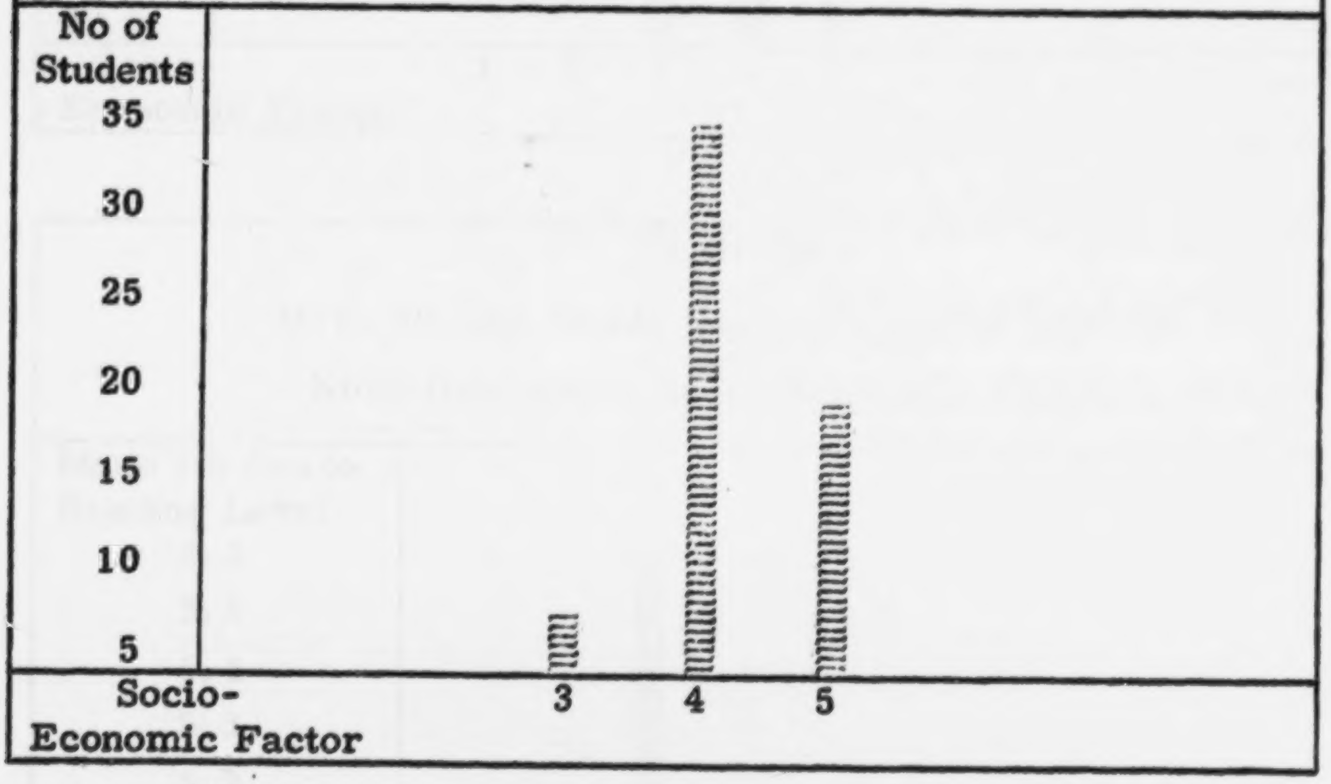


Chart VI and VII show the mean I.Q. and mean reading grade levels respectively of the students with each factor designation. This indicates the relationship between these factors commented upon earlier.

Chart VI

Mean I.Q. of 1965-66 Ninth Graders by Socio-Economic Factors

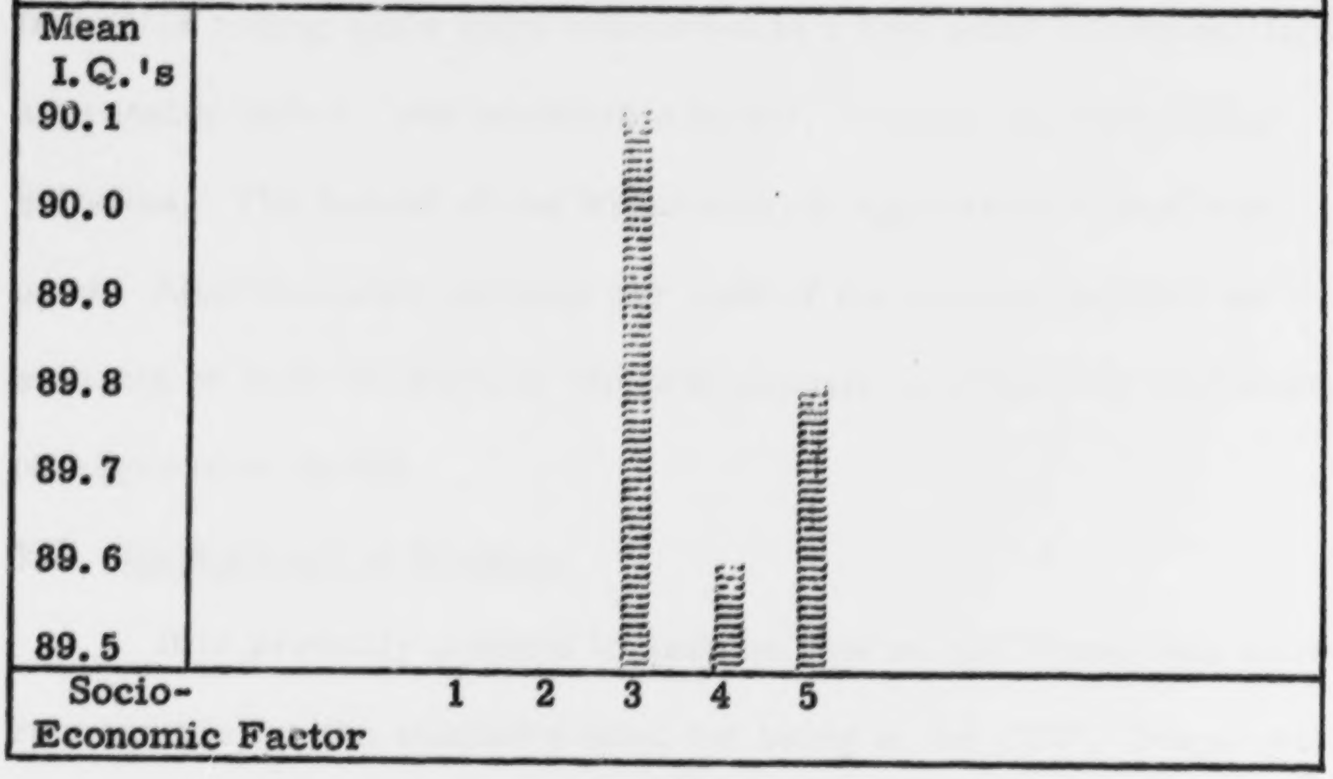
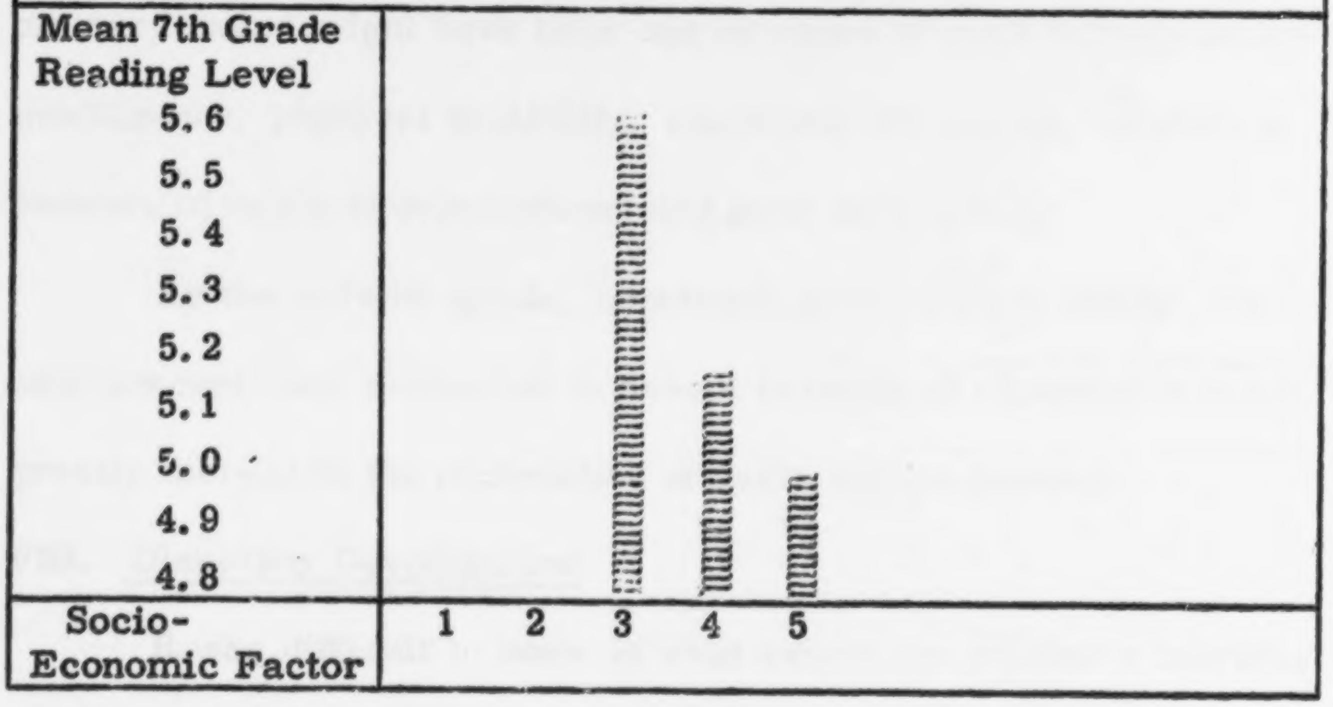


Chart VII

Mean Seventh Grade Reading Level of 1965-66 Ninth Graders by Socio-Economic Factor



VI. Adjustment

The adjustment factor was obtained from a Pupil Adjustment Rating Sheet completed by the students' sixth grade teachers. Scores from this rating scale were converted to a five point withdrawn factor, aggressive factor, and leadership factor, roughly approximating quintiles. The lowest of the withdrawn or aggressive factor was used. Approximately seventy per cent of the seventh grade CDP students of 1965-66 were in the fifth quintile on either the withdrawn or aggressive factor.

VII. Background of Students

It is probably correct to assume that no one cause was entirely responsible for the student's need for being in the CDP. Some individual's needs might have been rather adequately explained by one factor. More than likely, however, a combination of interrelated factors caused maladjustment to the school program. The basic or primary cause might have been one or more of such factors as low intelligence, physical disability, emotional instability, alienation because of cultural deprivation, and poor motivation.

By the seventh grade, combined poor reading ability, poor self-concept, and alienation to school because of repeated failures greatly increased the probability of early school leaving.

VIII. Disability Development

It was difficult to know to what extent the student's learning difficulty was (1) explained by a low level of intellectual function,

(2) developed because of cultural deprivation or emotional instability, or (3) caused by the repeated conflict with the expectations for school performance and behavior.

Compensation can be made in some degree for cultural deprivation although this is difficult at any stage of development and becomes increasingly difficult as children grow older. Emotional instability can be corrected through some means but it is difficult to change in the classroom setting. Both of these factors had to be understood and dealt with by the classroom teacher in the Curriculum Demonstration Program. The emotional instability generally was related to inadequate performance in the school situation, or to the cultural conflict between the school and the home.

Many of these disabilities were further complicated by a lack of desire to conform to the behavioral expectations of school personnel. The continuing conflict between the student's expectations, the school's expectations, and the reality of actual performance served to depress motivation to succeed. The result was a rejection of school by the student and a feeling that the school had rejected him. Out of this rejection, grew several limiting attitudes and personality problems.

IX. Self-Concept

One limiting attitude which was found to be prevalent in CDP students was their lack of confidence in their learning ability. The students saw themselves as not being persons of worth in the academic setting. They were completely satisfied with the minimum passing grade. One student made this remark:

> "If I can make "D's" that's good enough for me. That's passing. I'm not very good anyway."

The implication is here that he is satisfied to accept a lower grade in order to work less. This could be defensively insinuating that he could do better if he were willing to work harder. It indicates definitely that his goals do not include making average or better grades. It indicates complete satisfaction with the low grades.

Parents contributed to this inadequate self-concept by their attitudes toward the learning ability of their children. A large percentage of the parents made statements that their child had never been able to learn or was a behavior problem. It was easy to recognize that they had accepted this fact, expected this performance and behavior of the child, and communicated this to the child.

The project personnel got use to hearing comments such as the following when talking to parents:

> "He always was slow." or,
>
> "He has never learned as well as his brother."

Parents were quick to resign themselves to what they seemed to accept as the inevitable, that their child could not learn. There were cases in which parents tried to influence the learning of the child by authoritarian methods, taking away priveleges or forcing the child to study so much each day. One parent had employed a tutor. By the seventh grade most had given up and expected poor performance. There was evidence that poor performance had been expected from very early in the child's life. It was not unusual for parents to offer an explanation of why the child could not learn. In some cases these reasons probably had bases in fact. The fact that the parents accepted and exaggerated the limitations probably had an effect on the child's expectations.

These reasons ranged from physical disabilities to a general blaming of the school. One parent blamed the grading system in elementary school, which he said, "rewarded the student for not learning". He thought students should, "sink or swim".

Other parents blamed a particular teacher, an illness, or an accident. For the most part the blame was laid directly upon the child's inability.

X. Defense Mechanisms

Students in such a position, as could be expected, had developed defensive mechanisms to protect themselves from their own feeling of inadequacies and the expectations of society. An overt "I don't care" attitude was such a defense mechanism. If it wasn't of importance to the student whether he did well or not, he could not be hurt by not doing well. This was a form of the "sour grapes" mechanism. Motivation by many of the commonly used negative techniques such as threat of a failing grade was not successful in overcoming this attitude. On the other hand some students, when given a glimmer of hope to succeed, were highly motivated by the possibility of satisfactory grades.

Students tended toward diversionary tactics in the classroom such as a joking reaction to serious academic stimuli or changing the subject. These were interpreted as defensive mechanisms. The student by such tactics managed to keep from having to deal with situations in which he feared failure.

Students rationalized about their inadequacies. One student blamed his poor work performance on "slow hands". Such remarks as, "I just never could do math", were used to explain poor performance. Though this was a deep seated feeling having to do with poor self-concept mentioned earlier, it was also used in a more superficial way to explain away the necessity of putting forth effort on an enterprise in which failure was anticipated. This attitude lay like a wet blanket over attempts to stimulate enthusiasm and motivation.

Perhaps the most prominent of the defense mechanisms used was the shifting of responsibility for accomplishment to the teacher. This was evidenced in attitudes from the criticism of past teachers to the complaint that teachers "don't make us study".

One example of this attitude was the criticism of the handling of certain materials used on an independent learning basis. Students insisted that it was possible to cheat, therefore, progress was not made. Students performed work at their own level and speed and checked their own work and progress. When it was pointed out that they could not cheat anyone except themselves, as the grade was not established on a basis of the independent work, the common reaction was, "Why should we do the work if we can find the answers without doing it?"

It was extremely difficult to establish an acceptance of the idea of school activities for the sake of progress. Even students who were motivated to proper classroom performance struggled to keep the roles defined as mildly interested students performing under a teacher taskmaster who was responsible for accomplishing the education process. These students reserved the right to be uncooperative if they did not like the tasks assigned or felt they were too difficult, or to criticize the tasks as not being worthwhile. How to make use of, or cope with these role expectations formed a basis for many teacher conferences.

The habit of not cooperating had been developed to the point of its being used as a compensation mechanism. Students gained a feeling of accomplishment from their ability to foil the teacher's attempts at classroom activity and management. Many of these students had become expert in manipulating teachers into power struggles. Others used more subtle devices to frustrate the teacher's efforts or engaged in outright defiance. In any case students did receive a feeling of accomplishment and peer recognition through successfully countering the teacher's goals.

XI. Attitude Toward School

Another attitude with which it was hard to deal was the dislike for academic or school-like activities. These students had rejected and felt rejected by the school and tended to reject activities which they identified with their past failures. A large percentage of the parents of the Curriculum Demonstration Project students had met with the same experiences in school and had the same attitudes. This fact contributed to the children's rejection. In many cases the student merely adopted the parents' attitudes. This attitude was enough to make an unsatisfactory experience in school likely. Out of this unsatisfactory experience grew a more deeply confirmed rejection of school and of society.

XII. Summary

Students enrolled in the Curriculum Demonstration Project, along with the control group, made up approximately the lower fourteen per cent of the total population of the school ranked according to the factors of intelligence, reading achievement, academic achievement, socio-economic status, and school adjustment. The inadequacy that was the most common among these students was a general practice of poor performance in the academic setting. Reading disability was very common as were certain behavior patterns which were disruptive to the traditional school setting. These behavior patterns grew, in part, from attitudes of rejection of school and the feeling that the school had rejected them. These attitudes were also rather common to this group. The basic causes for this tendency not to function well in the school setting and the attitude of rejection of school were varied.

CHAPTER V

STUDENT REACTION TO PROGRAM

I. General Reaction

The Curriculum Demonstration Program students' general reaction to the project was positive. As a rule, their attitude depended upon their attitude toward their own difficulties with school and learning. Those who recognized that they had learning difficulties and who wished to overcome them tended to appreciate the project. Those who had rationalized away their difficulties had to find a way to rationalize their being in the project.

The attitude of the parents was important to the attitude of the students at the lower grade levels. All parents were visited before students were placed in the project. The emphasis was placed upon the fact that the student was having learning difficulties. In practically all cases the parents were aware of this. Usually when the advantages of the project were explained, e. g., more individual attention, smaller classes, a special curriculum, the parents reacted favorably. The same type explanation was made to the students and they usually reacted similarly.

The question of how long a student must stay in the project was a common one both from the students' and the parents' viewpoint. A point was made of keeping this on the basis of what was best for the child. Teachers made it known that they expected the students to remain in the program through grade twelve and that their education would not be limited. During the three years six students were scheduled out at their request. A number requested to get out but were persuaded to remain. In every case in which a student and his parents insisted upon his leaving the project, this was done. Since the counselors had waiting lists of students at all grade levels, they could easily replace those students who dropped out or moved away.

At least five students were recommended for scheduling out of the project who declined to do so. These students felt that they might have some difficulty in the regular classes. They liked the individual attention and help they received in the project classes.

II. Feeling of Accomplishment

The possibility for success was probably the most significant positive reaction to the project. Junior high counselors interviewed six randomly chosen students. One of the questions asked was, "Are your grades better in junior high than they were in elementary school?" The following is the comment of the counselor in charge of this activity:

> "All counselors noted a certain sense of pride when students answered this question. No hesitation was evident at all, and all six willingly stated they were making better grades. A certain feeling of achievement was definitely evident during answers pertaining to this question. These students seemed to convey that for the first time they liked school

> because they were doing passing work and were no longer at the tail-end of their respective classes. They liked this feeling -- that they are no longer dumb bunnies."

This general positive reaction toward success was appreciated by the project staff and teachers. Some interesting discussions about the extent to which students liked better grades for working at their level were held. The following comment by an eleventh grade student is an illustration:

> "I just love it, and it helps to pass me because I don't do so well."

The extent to which project personnel wanted students to accept their learning difficulties on the one hand, and the extent it was desirable for students to want to overcome difficulties on the other, were the focal points for controversy. There was some criticism of the project in that the students did not feel pressured to perform to the top of their limitations. This criticism came from both inside and outside the project. The following comment of a student indicates this attitude:

> "The project classes are all right if you like being spoon fed. By that I mean the classes are too easy. In these classes you don't have to have the brain to get a passing grade."

These reactions suggest the difficulties involved in leading groups of students to positive attitudes toward learning situations.

The environment of success and the idea of the learner having the responsibility for learning could be taken as a too soft fare.

III. Interest in the Individual

Another positive reaction to the project was the appreciation students showed for the interest teachers showed in them. The following student comment shows this attitude:

> "I like the program because they do try to help you in your work. They understand you and they want to help you. They never turn you down."

Another student put it this way:

> "I think this program is very nice because it helps us to learn things, and if we don't understand the subject the teachers help each individual instead of the whole class."

Another student, in an article about the project in the school paper, stated:

> "Our teachers are very helpful. They try to learn our needs and fulfill them. I think every school should have a program like this. Thank you."

Though CDP students as a group rejected school and had a dislike for "school-type" activities, they retained a desire to have a successful experience in school. Sometimes this desire was hidden to the extent that students fought attempts to help them. In this manner they could at least be on the winning side when the result they expected -- failure -- came about. They did appreciate successful attempts to help them, however. As one student said:

> "I like it all right. It really helps a kid to get a job if he needs the money. Otherwise, he would be kicked around making terrible grades and not getting anywhere."

IV. Work Experience

The work experience program was a very positive influence in building a feeling of good will toward the project. This was one of the activities which was not school-like. The student could escape from the school for a couple of hours each day and receive academic credit for the effort. Students in work situations could be induced to perform tasks willingly which in the classroom situation they would rebel against.

The monetary reward of course was an important factor. As project students tended to be from low socio-economic homes work experience served to help some students stay in school. The use to which a student's money was put did not always please teachers. For example, some students who teachers felt could not afford cars owned them. The fact that work experience served to keep students in school and also pleased with the project could not be denied. It was difficult to determine whether the goal of the student was the monetary reward or the experience and the feeling of accomplishment.

When asked how he liked the program, a ninth grade boy who professed intentions to quit school at sixteen for full-time employment said:

> "Man, this is keen. Last month I earned over eight dollars selling school supplies in the school store."

One student put it very bluntly:

> "I like the project because you can get credits for working."

Another was more philosophical:

> "What I like about this program is that I can learn valuable skills about any of a number of jobs. You can make many new friends and learn a little more about the work world in this area."

It was difficult to separate the student's reaction of a desire for money and escape from school from the desire for work habits. Probably to the students the former were the enticing goals. The work experience program helped prove to students that the school personnel were interested in their welfare and this itself could influence students toward a more satisfactory attitude.

V. Being Different or Special

The most negative reaction to the project was the fact that it was a special project for students with difficulties. Students could be influenced to like special treatment but by and large they resented being "different" and wearing the badge of a "slow learner". As one student put it:

> "I wouldn't mind if they didn't call it a project. I am ashamed when someone asks me if I am in the project."

One popular football player would not show up for tests which were administered in an open room where students passing in the hall could see him taking a test with project class students. Another student always attempted to sit in a corner of the room where he could not be seen from the door. For a time students referred to each other in a degrading manner as "retards".

In discussions, fine distinctions were drawn between being retarded and being slow. Students were inclined to insist that they could learn as much and/or the same thing as regular students but they learned it more slowly. This distinction probably came from the fact that the term "slow learner" was used to designate project students during the organization of the program.

Students particularly disliked being categorized as special education students. A junior high home economics class used the kitchen used by the educable mentally handicapped. When the teacher asked for an explanation of why the students left so quickly after class she was told that they did not like for other students to see them coming out of that room. They said that that was a room for "dummies".

This attitude of not wishing to be different caused difficulties in initiating certain innovations such as individualized instruction, multilevel materials, group project activities, and specially developed materials. Students wanted to have textbooks "like the other students". The following remark was often made:

"I am ashamed when my friends ask me where my textbooks are."

The implication was evidently that if they didn't have textbooks in their lockers to carry in the halls, then they were not doing any work. It was decided to issue textbooks as status symbols for the students even if the planned activity did not call for them. Some use was made of the texts to make the students feel right about it. Even students who could not read the issued texts felt better about it.

The same attitude prevailed about homework. The regular students had homework and these students wanted it too. They were rather unanimous on this even though a fifty per cent return on an assignment was difficult.

There were complaints that other children laughed at them or referred to them as "dummies". There were incidents in which students thought teachers outside the project treated them with disdain.

It took a very positive approach to build a feeling of acceptance of a learning difficulty and of the fact that with special treatment the difficulty could be licked. A poor self-concept could not be corrected if students took a derogatory attitude toward the project.

VI. Retention of Students

It is too early to properly evaluate the ability of the program to retain students. The test will come during the years 1966-1972. During those years classes which will have been in the project since seventh grade will be passing through the critical dropout years. It can be noted from the chart on the following page that only one of the

students selected at the seventh grade has dropped out. All other dropouts had not been in the program previous to the tenth grade. One class started at the eleventh.

Chart VIII

Retention Loss Chart of Students by Grades

From September, 1963 - May, 1966

	12th	11th	10th	9th	8th	7th	Total
Total cohort possible for each grade level	**103**	**151**	**153**	**63**	**129**	**194**	**390**
Number dropped	**13**	**18**	**15**	**1**	**0**	**0**	**47**
Number transferred to other schools	**2**	**6**	**1**	**2**	**5**	**1**	**17**
Number transferred out of Project	**2**	**5**	**1**	**3**	**0**	**0**	**11**
Number graduated	**27**						**27**
Number in school May, 1966	**29**	**34**	**41**	**55**	**63**	**64**	**286**
Number deceased	**1**			**1**			**2**
Per cent of students dropping out	**12..6**	**10.0**	**9.8**	**1.6**	**0**	**0**	**12.1**

Note:

Students placed into project to replace drops or transfers were not considered.

Students retained in grade or who dropped and re-entered were counted in their original cohort according to their status May 1, 1966.

During the three year period there were seven separate class groups. One graduated, two attained twelfth grade, three eleventh, three tenth, one ninth, two eighth, and three seventh.

Students selected for the program who did not attend as much as one week were not considered to have been in the program.

It is also difficult to know what standard to use as a measure of success. It should be remembered that according to the prediction factors all these students would have been predicted to drop out of the regular school program. It is not indicated by the previous Retention Loss Chart, but thirty-two, 54 per cent, of the sixty students in the 1963-64 sophomore class were in school in May, 1966, or had graduated. Ten more, 16 per cent, had been transferred out of the project or to other schools. Eighteen, 30 per cent, had dropped school while attending project classes. This was the first class and it was expected to have a high attrition rate. Sixty students were selected instead of the usual forty-four to fill two sections.

An expected dropout rate of 34 per cent for grades seven through twelve can be calculated by adding the per cents of the total cohorts of each grade which dropped out. This probably is a more meaningful figure than the 12.1 per cent of the total cohort since many in the total cohort did not pass through the grades in which the attrition rate is high. It must be noted that a 34 per cent dropout rate is comparable to the dropout rate for the total population before the project was initiated.

VII. Summary

The students' reaction to the project was generally positive. The positive reactions were seen in:

1. The students' feelings of success.

2. The students' recognition that teachers had genuine interest in them.
3. The attitude toward the work experience program. This program contributed to the feeling of success by providing a respite from classwork during the school day, as well as providing a monetary reward.

Negative reactions toward the school in general were reflected toward the project. The fact that being in a special project made students feel different also contributed to this reaction.

CHAPTER VI

THE CURRICULUM

I. Introduction

This chapter consists of a general description of the curriculum developed for students participating in the program. A general outline of the course offering is given in chapter III, Procedures. A more specific description of the curriculum is given under a separate title, A Curriculum for Dropout Prone Students prepared for persons planning to institute similar curricula. The purpose of this chapter is to report the kind of program which was carried out.

II. Method

For the most part classroom learning experiences were drawn from the daily living needs of the students. Many of these activities were concrete in nature. These experiences were both practical and creative. The daily life experiences of students were drawn upon much as were work experiences to provide classroom activities. Experiences which could not be developed in the concrete were simulated. Such experiences were how to place a mail order, planning a family budget, learning to buy goods, and contacting community agencies.

As much as possible classroom activities were organized around broad experience units. Individual differences in abilities, interests, motivation, and aptitude were provided for in this way. Much use was made of such techniques as role playing and group activities, and the cultivation of various sources of information in the community by interviews and field trips. Students were encouraged to develop special interests and aptitudes working at their own ability. Since classes were in blocks of two or three periods it was possible to plan activities which fused several curriculum areas. Project teachers met regularly in order to coordinate the activities of the various classes as well as the outside experiences of the students, such as work experience. All phases of the students' school experiences were coordinated as much as possible. In some cases two or more teachers developed and carried on larger learning activities as a team. Group dynamics in the classroom were given a great deal of attention. It was the purpose to cultivate favorable attitudes toward school and all forms of learning. Teachers kept in mind that this group of students needed changes in their basic attitudes. The classroom activities were planned and carried out in such a way as to develop social skills and competencies.

III. Attitude Development

Teachers concentrated on knowing the students and communicating to them the objectives of the class. There was an emphasis on getting the students to internalize the responsibility of helping themselves learn. Teachers concentrated on ways of gaining the cooperation of the students, rather than directing the students in a learning experience.

Ways were found to influence the students to want to learn on their own and to provide materials in which the students were interested. Teachers looked at students as individuals and worked with them individually within the group setting.

This acceptance of the students and the establishment of common goals was the first responsibility of all project teachers. The reason for the emphasis on this was that the characteristic that seemed most prevalent among project students was their alienation from school. They were not ready to cooperate in the learning situation. If they were willing they did not know how. They expected to be directed and did not feel that learning was their own obligation. Changing this alienation was considered a prerequisite to learning content or skills.

If it had been thought possible to teach this attitude in isolation, a large block of time could have been justified for it. This would have necessitated scheduling part of the school day for group guidance. This was, in effect, done by teachers. Time was allocated specifically for this purpose as it would best fit in with other learning experiences. Group guidance techniques were continuously used in the classroom setting. This in no way eliminated the need for a separate guidance program. It actually enforced the counselors' efforts by creating an awareness of personal problems and a willingness to seek further help. Teachers were encouraged to use a method of teaching that emphasized individual and

2

cooperative learning in all subject areas. In this way teachers were able to adjust the content of the curriculum to the attitudinal changes being sought. This effectively fused content, methodology, teaching techniques and guidance techniques. The basic technique involved was for the teacher to understand each of his students and to follow this understanding with personal interest in all his professional relationships with the student. A feeling of empathy, not sympathy, was sought.

Time was devoted to group discussions about problem students or factors which the teachers recognized as probable causes of conflicts between the students and either the school or society. These discussions were the content around which the skills of reading, writing, speaking, and listening were taught. These factors were woven into the appropriate subject fields. Developing a satisfactory attitude was the primary purpose. Pre-planned content accomplishment gave way before the needs of students.

Students were given adequate opportunity and even encouragement to discuss their feelings, orally and in writing. Opinions were formed in this way. Teachers did not overtly oppose or direct these opinions. Other students were utilized in group discussions to act as sounding boards. Usually the consensus was at least socially acceptable if not ideally so.

These types of activities served to release the pent-up feelings which caused undesirable attitudes and behavior even in instances where the opinions expressed were not approved by teachers.

IV. Reading

A major characteristic of project students was that they did not read well. An individualized reading program was developed to overcome reading deficiencies. The student read at his level. He read material that he himself selected as much as possible. Every attempt was made to make him feel that learning to read was his own objective, not his teacher's. Instruction was geared toward his objectives -- and also toward his weaknesses. Teachers were free to exercise creative ability in developing their own methods of accomplishing this. The student was encouraged to read whatever he could with available assistance rather than be taken through a logical presentation of reading skills.

This program did not vary much from year to year. The materials used at each level were different so that students moving from grade to grade would not repeat the same material. However, the same objectives and the same methods prevailed. The differences were mainly that teachers, as individuals, varied their approach to the students to some extent. As students matured their interests changed and they progressed in reading ability. This increase in reading ability and level of interest was reflected in the materials and approach used at different levels. However, the main objectives of taking the student at his own ability and interest level and working with him remained the same. The method might be said to have been exactly the same in each of the levels.

V. Social Studies

The CDP social studies program did not vary in content a great deal from the regular social studies program. There were some differences in that CDP concentrated on the practical, near to the student, approach. Vocational material was emphasized. There was also an emphasis placed upon material which would tend to foster positive attitudes toward the family, the school, and the community.

In the seventh grade, the program began with instruction about the student, his school, his neighborhood, and his city. In the eighth grade, the concentration was on the state of Illinois. The nation was focused upon in the ninth grade with emphasis on the student as a citizen of the nation. In the tenth grade, the emphasis was on the student as a citizen of the world. In the eleventh grade, the program went to a comprehensive study of American history and institutions. In the twelfth grade, the emphasis was on earning a living and on citizenship. An emphasis was placed on the practical aspects of finding a job, earning a living, being a consumer, and raising a family.

In the social studies activities, more than in any other part of the curriculum, there was a concentrated effort to develop healthy attitudes. The one purpose of social studies was to develop the student's ability to function as a social being.

VI. Listening, Speaking, and Writing

Although there was no block of time devoted specifically to the areas of listening, speaking, and writing, these skills were definitely not ignored. They were integrated with the other subjects. Communication was necessary in the activities of all subjects.

Communication skills were taught from a usage point of view rather than an analytical one. Grammar as such was not taught. Exercises were used to teach the grammatical points around which the most common errors occur. Spelling was taught at all grade levels in relation to the necessity of correct and accurate written work. Phonics was taught in connection with reading, especially at the seventh and eighth grade levels. The importance of the dictionary in checking spelling and pronunciation was emphasized. Teachers used such activities as making spelling lists of words misspelled and making a personal dictionary of unknown words. The rules of composition were not taught per se. Composition was taught from a usage point of view.

VII. Mathematics and Science

All students were scheduled for at least three years of mathematics and one full year of science in junior high school. Practically all students in senior high were scheduled for another year of both science and mathematics. A few students who concentrated on work experience may have missed one of these courses. Some students who were particularly interested in either math or science were scheduled for mathematics or science classes outside the project.

Seventh and eighth grade mathematics featured a complete presentation of the decimal system and all fundamental operations. Locally devised materials were utilized to present this in a two-year span. The "new mathematics", or a thought approach, was used in this presentation. The explanation of numeral systems was started with some work with a base five system called "handi-index". Various of the new math procedures were standard in this procedure. Since few of these students had been taught by this method this was considered new material even though it was a rehash of content taught the preceeding six years.

As each operation was taught a means was found of supplementing the theoretical presentation with some practical use. Several locally devised activities were created to do this. These ranged from courses based on ordering from catalogues to computing bowling scores.

The ninth grade and the high school program were both based on a practical approach. The ninth grade concentrated on business math for personal uses, with some space relationships and measurements included. The high school math course concentrated on industrial and practical home uses.

The two years of science emphasized practical applications with as much demonstration and actual work with concrete materials as was possible with limited laboratory equipment. Students developed an interest in, and were made aware of, their natural and physical environment.

Health and conservation were stressed in teaching the physical environment. Various activities were carried out to show students how the forces of heat, energy, and mechanics work in the physical environment.

A minimum of reading and reporting was done in these classes. A maximum of doing, experimenting, and discussing was the rule.

VIII. Practical Arts

It was planned for students to have one course each year in working with their hands. A home economics class and an industrial arts class were in the schedule for each year. It was felt that a large percentage of these students would be making their living with their hands. These courses were designed to cause students to develop appreciation for the value of manual labor and an ability and pleasure for working with concrete materials.

This course did not allow for selection on the part of the students. It was decided that an arts and crafts class should be organized to give students some possibilities for making a choice on their own. Five years of industrial arts was a great deal for some boys who did not have the aptitude for it.

It was possible for students to elect certain business courses such as typing and senior business. Most of the Curriculum Demonstration students did not do well in these classes. These, and especially the other business education courses, were probably taught from so strong an academic point of view that project students could not compete. It was thought that more business experiences were needed for CDP students. Some of this material was included in the twelfth grade social studies class and a work experience project in the form of a school store provided some to those participating. A bookkeeping class was organized based upon keeping the books of the Service Station Training School. Students also kept the books of the school stores.

IX. Work Experience

It was expected that each student would participate in work experience during his stay in school. Some worked every year. In some cases students worked after school and carried a full class load. Others worked two hours during the school day and received school credit.

The work experience was not necessarily meant to be vocational preparation. It was to give the students the proper attitudes toward work in order that they would be ready for vocational training. It was hoped that students who did not plan for vocational training upon graduation from high school would be better prepared to find an unskilled job which might serve as an entrance to the world of work.

The following are the objectives for the students in the work experience program:

1. To help them develop a sense of adequacy and belonging through being able to hold a job successfully.
2. To increase their ability to assume responsibility, to get along with others, to follow directions; and to handle money wisely.
3. To develop an awareness of the relationship between school subjects and the demands of the working world.
4. To encourage continued school attendance past the age of sixteen.
5. To provide ego satisfaction through successful wage earning.
6. To encourage wholesome attitudes toward honest work.
7. To help them provide for material needs.
8. To increase their general information and salable skills.
9. To insure, insofar as possible, a measure of success in their first experience in the world of work.

It was the work experience supervisor's responsibility to see that students were placed in jobs in the community and to develop sheltered workshops for the students who might not be capable of successful work in the community. The work experience program is described in detail in chapter VIII.

X. Summary

The curriculum was one which it should be possible to implement in any secondary school. The organization of classes

followed closely the traditional subject offering. There was an emphasis on reading, attitude development, practical content, and vocational information. A work experience program supplemented, and was coordinated with, the classroom program. Every attempt was made to bolster the ego with successful experiences and to reward realistic approaches to problem solutions on the part of the student. There was a great deal of integration of the content of the various classes. Though the courses had traditional names, their actual content was not entirely reflected by the name.

CHAPTER VII

THE TEACHERS AND IN-SERVICE TRAINING

I. Introduction

The teachers selected to teach in the Curriculum Demonstration Program had no special training for teaching the dropout-prone student. They were well qualified teachers who had the desire to meet the new problem and were willing to experiment. An in-service training program was carried on in conjunction with curriculum development. The total staff of the program worked as a team to solve problems and develop the program.

II. Skills Needed for Teaching the Dropout-Prone

To teach the dropout-prone youngster, the most important characteristic required was found to be a sensitivity to the student's needs and feelings. The need for extra sensitivity was necessary due to the fact that CDP students were accustomed to covering up feelings of inadequacies. They had also developed the habit of meeting basic emotional needs in socially unacceptable ways. The school and the teacher were particular targets for the release of tension. Only a very sensitive and sympathetic person could read behind the student's actions and react to the basic need. It was much easier for the teacher to get emotionally involved and grow frustrated at students' antisocial behavior. This was the reaction the students expected. The teacher who could understand the reasons for behavior and misbehavior and remain objective could deal with the situation more successfully. This was true both for reactions to learning stimuli and for classroom management.

Developing sensitivity was a constant concern. Almost every teacher group meeting dealt with some phase of this. Teachers' group discussion was probably the most effective way of developing this sensitivity. In these group discussions about specific student reactions, teachers dealt objectively with situations and came to possible practical solutions. A basis for this work was the projection of knowledge about pupil-teacher interaction by way of professional materials and consultants, and directly by the Curriculum Demonstration Project staff.

Closely allied to the need for teacher sensitivity to the dropout-prone was the need for an understanding of social class differences. Teachers tend to be from the middle class and to be deeply committed to middle class values -- probably due to the pressure on them to exemplify these values. Dropout-prone students, on the other hand, tend to be from lower socio-economic status families. A comflict in values, therefore, tends to cause an uneasy tension. The faculty of the Curriculum Demonstration Program was not immune from such tensions. "These students have no values at all," was one reaction.

Possibly the most effective measures for dealing with this problem were the teachers' contacts with parents. Teachers were required to visit the parents of all their students at least once each year and fill a visitation card with information about the home background. Two case studies were also to be done each year. These visitations and case studies had the additional purposes of influencing the parents and gathering information. They were instrumental in helping the teachers understand the background of children and in some instances to react more objectively to them.

III. School Home Contacts

An attempt was made to build a bridge between the school and the home. Students' homes were visited by a staff member before students' admission to the program. Teachers visited the homes of each of their students each year. These visits were geared to build good will as well as to explain the program. Parents were found to respond very favorably to these contacts. Cases could be cited in which teachers were received in circumstances which indicated that a great deal of preparation had been made.

There is only subjective evidence to support the idea that these visits helped the students' education. Students whose parents had evidently not given much attention to their children's education were in the limelight for one evening. Parents did discuss the child's progress. Teachers were able to elicit pride from parents whose children needed the attention. It was hoped that a feeling of cooperation and a respect for the schools could be promoted by these visits which could have an effect on children's progress in school.

These home visits enlightened the teachers. In some cases teachers learned specific information concerning individual students which helped them deal more effectively with these students. In all cases teachers gained insight into the backgrounds of the group of students which made up the program. Most of these students came from homes which were culturally different from those with which the teachers were familiar. This served as a means of in-service training.

Since few of the parents of CDP students attended PTA or other school activities, parent meetings were held. A concerted effort was made to attract parents to these meetings. Parents did attend who did not attend other school functions and the per cent of attendance was higher than in the PTA's. A large number did not attend, however. The staff judged the effort successful due to the interest shown by the parents who did attend.

Programs were planned which would make the parents knowledgeable about the program and develop their interest in their child's education. A social hour was always planned with emphasis on the parents talking to their child's teacher.

A parents' newsletter was mailed quarterly during the third year of the program. The major part of the newsletter was written by students. Each newsletter explained the program or some phase of it. These newsletters served to explain the program and to build the egos of students who needed this badly. It also served to advertise to faculty members outside the program that CDP students were capable of some accomplishments.

IV. Group Process

The teacher of the dropout-prone needed to be very effective in group dynamics in the classroom. There were two reasons for this need. The teacher in the regular class may assume that his students are eager to learn and cooperate. This may not always be the case, but generally speaking, a large number of students can be won with a slight amount of positive influence on the part of the teacher. One characteristic of the dropout-prone student is that he is not a participating member of the group. The teacher of the dropout-prone student, whether in the regular class or in a class made up of these students, needs a knowledge of and skill in group dynamics. Group dynamics were important in the Curriculum Demonstration Program in influencing learning and in dealing with misbehavior.

Group dynamics were important also because the prime objective of the program was taken to be a positive influence upon the attitudes and behavior of students. It was the purpose of the program to develop these students into socially functioning individuals. The peer group or the class group was used to develop this behavior.

Consultants were utilized to promote this skill on the part of teachers. Group work methods were demonstrated and techniques presented. Teachers made sociograms of classes and practiced group techniques. Assistance in evaluating these techniques was given.

A knowledge about the teaching of reading is important for a teacher of the dropout-prone. For the most part, Curriculum Demonstration Program teachers lacked specialized training in reading. A specialist in reading was employed for a workshop and for further consultations in developing the program. During the third year of the program, four teachers with elementary school training were employed. These four teachers had training in a basic learning approach to reading. One of them had concentrated in the area. This teacher was very helpful in developing teaching of reading skills within the faculty.

The skill of individualizing instruction is important in teaching the dropout-prone. This student is different enough from the norms of the group to need individual attention. When dropout-prone students are isolated into a group they show characteristics in common. These common characteristics, however, did not tend to cause a feeling of togetherness on the part of Curriculum Demonstration Program students. The basic deficiencies were different enough as to necessitate individual attention.

For example, students could be easily grouped according to reading level on the basis of an achievement test, but specific reading skill deficiencies were not so common to the group. One might need work in syllabification and another might need experience in using context clues. An attempt was made to exploit individualized work to its greatest potential. Care was taken, however, to keep the group organized so that the student would have the experience of working as a member of the group. Teachers became skilled in grouping and organizing.

A most important characteristic for a teacher of dropout-prone students is to have a respect of the individual regardless of ability, attitude, or socio-economic status. Curriculum Demonstration Program teachers who showed this respect had a definite advantage in dealing with the students.

V. Workshops

Each summer a workshop was held for Curriculum Demonstration teachers. Consultants were employed to work with teachers in the areas in which it was anticipated there might be a need. Sensitivity training and work in the area of understanding the type of students to be taught were a part of each workshop. Experts in the teaching of reading, the teaching of arithmetic, materials development, group techniques, curriculum development, counseling techniques, child psychology, social work, and mental health were utilized at one time or another.

A part of these workshops was used for specific planning and the development of materials for use during the coming year.

VI. Staff Communication During the Year

It was the responsibility of the project coordinator and the curriculum supervisor to keep the workshop program going throughout the year. Meetings were held bi-weekly and more often if necessary. The curriculum supervisor and coordinator met frequently individually or in small groups with teachers and were always on call. This communication of the teachers and the Curriculum Demonstration Program staff determined the development of the program. Teachers' attitudes and opinions were formed and reformed. Plans were developed and redeveloped after having been tried.

VII. Material Development

A significant part of the in-service training was the development of materials. Early in the program it was felt that the materials would be the major contribution of the program. Many materials were developed, reproduced, and tried. Some of these materials still form a part in defining the program. It was decided that a new set of materials to replace textual materials would not be enough in themselves, however.

There was, and still is, a need for high interest-low level reading ability materials as well as materials to be used in building attitudes. Materials were developed to cover the content decided upon by the project faculty. In addition, individualized instructional materials on the commercial market and multi-level group materials were collected. A guide was prepared which describes methods and techniques, outlines, content, and lists sources of materials.

VIII. Summary

Teachers for the dropout-prone students need skills in the areas of sensitivity, knowledge of social class differences, classroom

dynamics, attitude development, teaching of reading, individualized teaching, and a respect for the individual regardless of ability, attitude, or socio-economic status. A large part of the work of the Curriculum Demonstration Program was developing these skills and attitudes. Workshops were held in which consultants expert in these areas participated. A continuous dialogue built around these points was kept going throughout the year. Materials were developed to fit the program as it developed.

CHAPTER VIII

WORK EXPERIENCE

I. Introduction

The work experience program (discussed in chapter VI) is the most extensive adjunct to the curricular program. Of the 126 senior high students who participated in the Curriculum Demonstration Program during the 1965-66 school year, 91 took part in some form of work experience. The work experience possibilities for students under sixteen were limited due to labor laws. Some experiences, explained later in this chapter, were planned for these students to give them an appreciation of work.

II. Types of Jobs

There were a total of 306 job placements made during the three-year project. There were 206 students who took part in the work experience program. Seventy-two students had two or more jobs during the three years. The community positions were in 52 different places of employment. Eleven employers accounted for more than three work stations each. A typical work experience report is included in the appendix. This lists the employers participating in February, 1966.

The following is a typical comment of an employer who had hired a CDP student:

"Ive tried to show him (the student) the importance of using his pay for improving himself rather than for getting material things. His response has been very good. He contributed 50¢ from each pay check to the United Fund and is undergoing dental treatment which he sorely needs. He's even talking of college now. He is a good worker, but needs a good deal more supervision than I can give to any one worker. In all, though, I'm happy to participate in the program."

The types of jobs and the number of placements in each during the period of the three school years, 1963-1966, are shown in the following Chart IX. It was the practice to move a student from a sheltered work program to a community work station when success could be predicted. It was hoped that all students would have a successful community work experience before graduation.

Some students chose to find jobs on their own in the community. The work experience supervisor assisted in this, but declined to "place" students. Students were required to go through the process of completing an application and being interviewed, if possible, with more than one student competing for the job.

The students' hourly wages varied from 50¢ for beginners in sheltered work programs to $1.80 in some community work stations. The wages in sheltered programs were increased according to performance as rated by an employer evaluation scale. (This scale may be seen in the appendix.) The highest hourly wage paid in the

Chart IX

NUMBER OF STUDENTS IN EACH TYPE OF WORK EXPERIENCE 1963-65

A. Sheltered Programs	
1. School Store	52
2. School Maintenance and Custodial Service	25
3. School Cafeteria	54
4. Service Station Training School	64
Total	195
B. Community Work Experience	
1. Food Service	54
2. Automotive	15
3. General Maintenance	15
4. Clerical	14
5. General Factory	5
6. Miscellaneous	8
Total	111*
C. Total Work Experience Placements	306

*111 represents the total number of community jobs filled by CDP students. These 111 jobs were at 52 different places of employment.

sheltered programs was 80¢. When students reached this level of proficiency, they were deemed ready for a community job.

Chart X

NUMBER OF SENIOR HIGH STUDENTS WHO WORKED IN EACH PHASE OF THE 1965-66 WORK EXPERIENCE PROGRAM

	Total No. Worked	No. Working 5-66	No. Who Left Jobs
School Store	20	14	6
Maintenance and Custodial Service	25	11	14
Cafeteria	8	5	3
Service Station Training School	38	20	18
Community Work Experience	58	33	25
TOTALS	149	83	66

The number of students engaged in each phase of work experience is shown in the above chart. There is an overlap in the phases of the program in that some students participated in two or more phases during the year. The totals, therefore, represent placements rather than students. It can be noticed that 66 students changed positions during the year. The chart on the following page shows the reasons students left positions and what other position they took, if any. Though it is not reflected in the chart, 23 per cent of the students not working dropped out of school during 1965-66, while only 12 per cent of those working dropped out.

Chart XI

REASONS 1965-66 SENIOR HIGH STUDENTS LEFT JOBS

1965-66 School Year

13 Fired from job

37 Quit job

16 that were working
dropped from school

	School Store	Maintenance and Custodial	Cafeteria	Training School	Community Jobs	TOTAL
Fired, no other job	0	0	1	0	2	3
Fired, placed in sheltered job	0	0	1	0	5	6
Fired, placed in community job	0	0	0	0	4	4
Quit, no other job	0	0	0	2	1	3
Transferred to sheltered job	2	3	1	5	4	15
Transferred to community job	0	7	0	4	8	19
Dropped school, no job waiting	0	4	0	2	0	6
Dropped school for full time job	0	0	0	4	1	5
Dropped school to get married	3	0	0	0	0	3
Dropped school, pregnancy	1	0	0	0	0	1
Death (car accident)	0	0	0	1	0	1
TOTAL	6	14	3	18	25	66

III. Value of Work Experience

The work experience program, in addition to providing needed training in attitudes toward work and in actually working, has provided students with a sense of satisfaction and pride. It has provided some students with enough funds to enable them to stay in school. The following students' comments show the various reactions to the work experience program:

1. "I've learned many different ways of greeting people."
2. "You learn what people want and what they expect from you."
3. "You learn to get along with people. I was going to quit school, but I got in the project and got a job."
4. "The more different things I know how to do, the more able I'll be to get a better job and find a better one, too."
5. "I've learned to talk freely to people and I'm learning a little about cars."
6. "I might want to get a job when I graduate, and then I'll have some experience."
7. "It helps us because my mother works and my dad doesn't, and I have to pay for my lunch and clothes."
8. "It helps me make my pocket money."
9. "It helps break up the class day. It's not so long and not so hard."

Most of the student comments can be put into the following categories, which are consistent with the purposes of the work experience program:

1. Confidence in oneself on a job and in dealing with people
2. Skills
3. Experience or a work record which will help one to get a job later
4. Money for needs or pleasures

One of the early problems of the work experience program concerned the employers' acceptance of students. Some employers adopted the attitude that part-time work should be given as a reward to more deserving students than those who were dropout-prone. A similar attitude was that the students in the program were slow learners and could not perform satisfactorily on the job.

These attitudes were overcome by a public relations campaign stressing the following points:

1. These students are going to enter the labor market to do these types of jobs.
2. These students need to work more than some of the "more deserving".
3. These students have the ability to perform many of the tasks that need to be done.
4. Students who don't develop the attitudes and abilities to

perform satisfactorily become recipients of welfare rather than contributors to society.

5. Students would be receiving training under the supervision of the work supervisor.

Many employers were convinced that the program had merit. The convenience of working with a work supervisor in staffing positions was no doubt a factor in the acceptance of the program. It was very well accepted. Most students who wanted to work could be placed. Some employers remained in the program despite the fact their student help did not perform well.

Some students, the CDP staff felt, were not ready for employment in the community. These were students who would not accept the responsibility. Some were noted for absenteeism. Others lacked self-confidence. There were students who lacked even the very simple skills necessary for menial jobs.

The staff decided that a sheltered work station was needed to prepare these students for employment. The work supervisor closely supervised some students in school cafeterias and in custodial work in the school. Some prevocational tasks were performed closely integrated with classroom work. These did not meet the need entirely.

The first large-scale sheltered work station developed was a service station. A local distributor was approached and his cooperation secured. An available, suitable location was found. A service station manager with nine years experience in auto mechanics and filling station management was engaged in the program. This man also had a desire and the ability to work with boys. Donations were secured from local people and businesses. Equipment for the station was donated by interested distributors. These companies also donated training aids and held training sessions for students working at the station.

Other part-time employees were engaged as supervisors during evenings and weekends. On July 1, 1964, the service station opened under auspices of the Quincy Youth Development Commission, a non-profit organization. Students were hired to operate the station under the supervision of the manager. The manager-instructor held training classes for these students, offering instruction in all aspects of service station operation, including sales techniques, proper dress, employer-employee relationships, and work attitudes. A bookkeeper was employed part-time. A class was organized for a group of girls who kept the records and books for the station. (This part of the program was discontinued. Problems arose due to the distance between the business classroom and the station, bookkeeping procedures, and personnel problems. Under proper circumstances this might have been a valuable and much-needed source of training for a group of girls.)

The service station proved to be an excellent training facility for students. A problem arose concerning financing. No provision had been made for financing, other than soliciting donations and using the revenue from the service station operation. It soon became evident that this was to be insufficient if the station was to perform its training functions.

The students selected for training were for the most part, those who needed close supervision. The cost of supervision was more than the cost operation of a regular station. Students were paid a token wage of 50¢ per hour. The income from the station could not pay both. If the proper number of students were to be placed another supervisor was also needed.

In early 1965 a grant was secured under Title III, Public Law 81-152 (Vocational Education Act of 1963). This grant made it possible to employ the training school instructor, a work supervisor, and the part-time supervisors, separate from service station funds. Funds for research and training were also provided. (The results of this research will be included in a report written in 1967 when the grant ends.)

This grant made it possible to employ a larger number of students and institute a pay scale which rewarded good performance. The service station operation has provided revenue sufficient to pay student employees and build the inventory.

The school stores were the second sheltered work experience facility started. This first school store operation began as a class project. It had as its purpose the teaching of modern business operations as well as providing some work experience. Students bought shares and shared the profit.

In the spring of 1965, a store was started at the senior high school mainly to furnish some work experience for girls. In September, 1966, a junior high school store was started to offer work experience to ninth grade students. School supplies and paperback books were sold during lunch hour and before school. Students performed the duties including keeping the books under teachers' supervision. Students were paid an hourly wage for their work. The profit from the stores paid the salaries and other minor expenses. A small loss was underwritten by funds received from the Division of Vocational Rehabilitation.

A joint agreement was made with the local public schools and the Division of Vocational Rehabilitation in 1964. This agreement spelled out the arrangements under which the Division of Vocational Rehabilitation bought services from the public school to furnish handicapped students with prevocational training. Many of the students of the Curriculum Demonstration Program were eligible for this training.

A work experience program was started in custodial and maintenance work financed by Division of Vocational Rehabilitation funds. Students who were placed in this program were under sixteen, or for one reason or another, could not be placed at the service station training school. An instructor was employed to supervise small groups of students in doing custodial and maintenance work at school for two-hour periods.

Both stores and the maintenance and custodial program included the added advantage of having the students perform a service for the school. This gave them a feeling of participation in a school activity and was regarded as important for the dropout-prone student.

The agreement with the Division of Vocational Rehabilitation was seen as a possibility of expanded training. The possibility of assistance at the service station when grant funds ended were also considered, assuming that the operation was successful. Planning was done in connection with a workshop for various types of work including handcrafts, manufacturing, printing, etc. (Proposals were being submitted to create such a workshop as this report was being written.)

Various short-term work experience projects were carried out. Some of these were civic projects. Others were projects which yielded some pay for the participants.

Students carried out a telephone drive for voter registration under the supervision of the League of Women Voters. Every year project students hung United Fund flags and repaired the poles. They also stuffed envelopes and distributed posters for the United Fund. Similar jobs were performed for the school and other agencies. These projects gave the students experience in performing a task as well as the feeling of having contributed to community efforts.

A class project was carried out in making and selling flags. This was a profit sharing operation. Students, therefore, performed work which had a constructive objective. Sales experience and meeting people were involved. They profited from their efforts as well.

Every year a group of students cut Christmas trees and sold them at the filling station training school.

IV. Summary

A large percentage of the Curriculum Demonstration Program students participated in the work experience program. Jobs covered diverse menial chores. The educational value was seen in that students learned a respect for work, confidence in themselves, and a feeling of their own worth. These were also the indirect values of keeping the student in school, of generating new experience upon which classroom activities could be drawn, and of providing money. Sheltered work experience stations were needed in order to develop students to the point of being able to function in work stations in the community. A service station, a school custodial and maintenance program, and school stores were developed. More extensive use of this idea was planned. Other projects closely allied to the classroom were done on a short-term basis to attain some of the same purposes as work experience; these were community support projects and short fund-raising activities.

CHAPTER IX

DATA ANALYSIS

The general objective of the Curriculum Demonstration Program was to demonstrate and evaluate the impact of the proposed major curricular changes upon the educational progress, vocational adjustment, and personal well-being of the dropout-prone student.

These curricular changes and the proposed evaluation procedures for the original Project D-041 were designed for a minimum of four years' experience with the demonstration activity. The crucial variables associated with school leaving could not be assessed until the initial seventh-grade population had passed through the modal dropout year and successfully completed grade ten. Schedules for the conduct of the demonstration and for the collection and analysis of evaluation as originally planned required approximately five years for definitive results. The following analysis, accomplished under an amendment to the original project, covers only three years due to the fact that Phase II of the original project design commencing September 1, 1965, and ending July 1, 1968, was not founded. Consequently, all data in the original design could not be collected, and the following analysis gives only partial answers to many crucial questions.

The following statistical evaluation of the Curriculum Demonstration Program basically centers upon three student behaviors: (1) achievement, (2) school attrition, and (3) work success. A large body of evidence indicates that school dropouts are low achievers, and that school dropouts lack the skills to compete successfully in the adult world. If it were demonstrated that higher achievement, fewer dropouts, and success in pre-vocational orientation tend to be a consequence of the new program, one then would have evidence on which to base future recommended programs for the total target population. This evidence necessitates a standard against which to measure the treatment population.

Hence, the experimental population in this demonstration was compared with a control population of similar students who did not receive the advantages of curricular innovations, a team of teachers assigned especially to them, and the services of the non-teaching project staff. These comparisons are analyzed statistically for differences in achievement. Since neither group had proceeded beyond the ninth grade, most students were under sixteen years of age, the legal age at which a student can drop out. Consequently, it was not possible to compare the two groups on total attrition or dropout rates. The principal investigator will follow the two groups until 1968, and an analysis will be made of observed differences, since local funding has been obtained for Phase II of the Project.

However, it was possible to compare the tenth, eleventh, and twelfth-grade populations with a study entitled "Motivations of Youth for Leaving School," by Bowman and Matthews. The selection criteria for the experimental population in the present study were taken from the results of the above-cited study. If the predictor variables obtained in this earlier study were 100 per cent accurate, then 62.4 per cent of the experimental students in the tenth-grade population would have dropped out of school before graduation. The following table indicates the actual attrition rate.

Chart XII

Per cent of School Dropouts for Students
in Demonstration Project, Grades 10, 11, and 12
(1963-66 School Years)

Year of Entrance	10	11	12	% Cumulative Dropouts
1963 N=71	N=13 %=18	N=7 %=9.8	N=3 %=4.2	32
1964 N=55	N=4 %=7.2	N=10 %=19		26.2
1965 N=47	N=5 %=11			11

Chart XII shows only those students who quit school early and not students who transferred to other schools or those who dropped out and later re-entered.

If the projected dropout rate of 62.4 is compared with the observed rate of approximately 30-32%, it seems apparent that some very significant factor was operating to reduce early school leaving. Even allowing for a considerable error in the predictor variables and a chance variation, the holding power of the program is obvious.

Chart XIII is reproduced from Bowman and Matthews' earlier study and indicates the dropout trends by grade level.

Chart XIII

Grade Placement at Time of Dropping Out of School

Grade	Boys		Girls		Total	
	N	%	N	%	N	%
7	0	.0	1	1.6	1	.7
8	4	5.3	1	1.6	5	3.6
9	26	34.2	18	29.0	44	31.8
10	13	17.1	19	30.6	32	23.2
11	23	30.3	16	25.8	39	28.3
12	8	10.5	7	11.3	15	10.9
No information	2	2.6	0	.0	2	1.5
Total	76	100.0	62	99.9	138	100.0

The trends indicated on Chart XIII show increased holding power in each successive year that students remain in the program with a comparison of 4.2% dropout in the final year for the experimental students against the 10.9% in the earlier study. In addition, the average age of the tenth-grade experimental students in the present study was approximately three months below the age of the tenth graders in the Bowman and Matthews study. The age differential decreases the probability of legal school leaving in the ninth grade and increases the importance of the observed differences.

Using a slightly different method of computation, but including more students, Chart XIII indicates a projected attrition rate of 34 per cent in seventh through twelfth grades. The percentages on which this projection was made were computed by using the actual number of students passing through each grade rather than the number in the original groups. A slightly smaller percentage would have resulted from using the number starting in the project.

I. School Achievement

A comparison of the relative achievement of the experimental and control populations from the seventh through the ninth grades on the California Reading and Arithmetic Tests is shown in Charts XIV and XV.

CHART XIV

Means($\bar{X}$) and Standard Deviations(S.D.) on 6th, 7th, and 8th Grade Arithmetic Grade Placement for the Control and Experimental Groups

		Control Group			Experimental Group			Significance
Year	Grade	N	$\bar{X}$	S.D.	$\bar{X}2$	N	S.D.	P>
Spring '63	6	18	5.7	.89	6.0	59	.74	.20
Spring '64	7	17	6.3	1.28	6.7	59	.66	.10
Spring '65	8	19	7.	1.51	7.2	59	.72	.20
Spring '66	9	13	7.2	1.045	7.3	41	1.21	.10

CHART XV

Means($\bar{X}$) and Standard Deviations(S.D.) on 6th, 7th, and 8th Grade Reading Placement for the Control and Experimental Group

		Control Group			Experimental Group			Significance
Year	Grade	N	$\bar{X}$	S.D.	$\bar{X}$	N	S.D.	P>
Spring '63	6	18	4.7	.72	4.8	59	.62	.10
Spring '64	7	17	5.1	1.01	5.2	59	.99	.30
Spring '65	8	19	5.9	1.4	6.2	59	1.28	.25
Spring '66	9	13	5.7	1.185	6.0	41	1.31	.005

Chart XVI presents further statistical information for both charts.

Chart XVI

t-Test Results for the Difference Between the Means
of the Control and Experimental Groups
(df-79, 1.66 necessary for a .05 significance
t level on a one-tailed test)

Test	t-score	P>	df
6th Reading	t=1.41	P>=.10	79
6th Math	t=1.25	P>=.20	79
8th Reading	t= .82	P>=.25	79
8th Math	t= .96	P>=.20	79
9th Reading	t=2.88	P>=.005	78
9th Math	t=1.32	P =.10	82

The calculated means of the original seventh-grade experimental population on reading achievement were significantly greater than the control population after three years in the program at the ninth-grade level and in arithmetic at all grades clearly favor the experimental group, although they are not as clearly significant. The trend not only favors the experimental population, but it tends to increase in the third year of the program at the ninth-grade level.

There is some evidence in both groups of a regression in the ninth grade with a less marked movement by the experimental group. A regression analysis comparable to that reported in an interim progress report in the second year of the project was made. This regression analysis indicated that the relationship between sixth and ninth-grade achievement for the two groups was dissimilar.

The regression analysis table indicates that if a student had a reading grade placement of 5.37 in the sixth grade and was a member of the experimental group, the best prediction (based on regression analysis) would be a ninth-grade reading placement of 6.3. If he were a member of the control group, his predicted grade placement would be 5.2.

A reasonable conclusion is that the special reading program is more effective for the largest part of the students in the Curriculum Demonstration Program. In relation to the average achiever, both programs are equally effective. These conclusions drawn from the data must be moderated by two considerations: Are most of the students in the experimental group progressing because of the program, or is it due to the teacher enthusiasm? At this point, we do not know the answer. This may be "an academic question," for the program has helped the majority of the low achievers.

Differences indicated by regression analysis for arithmetic scores were of doubtful significance. Because of the complexity of the multiple linear regression technique, the complete analysis and tables showing the regression lines will be printed as on an addendum to this report in September of 1966.

II. Work Experience

A comparison of the means for the senior students' first work experience employer evaluation and their third-year work experience employer evaluation was statistically significant beyond the .01 level. (See Chart XVII)

CHART XVII

Difference in the Employer Evaluation for the Work Experience Program

Population	N	$\bar{X}$	S.D.
First-Year Work Experience	50	41.68	9.1
Third-Year Work Experience	35	28.20	9.73

Taking into consideration that the data might be biased by including all the dropouts in the first scores but not having them in the third-year scores, a comparison was made between the scores of those who dropped out and the total group. This analysis resulted in a t of .696 which is not statistically significant. (See Chart XVIII.)

This test assured that even though the analysis included everyone in the study of the first year's experience, and only those who remained in the program through three years, no significant bias was introduced into the data.

CHART XVIII

Dropouts Compared to the Total Population in the First Year's Work Experiences

Population	N	$\bar{X}$	S.D.
Total	50	41.68	9.1
Those who later dropped out of school	21	43.21	8.4

CHART XIX

Employer Evaluation of First Year Students

Population	$\bar{X}$	S.D.
1963-1964	41.68	9.1
1965-1966	34.	12.25

Charts XVIII and XIX indicate an increase in the standard deviation of employer ratings in the third year of the program over the first year. This difference is particularly marked in the case of the employer evaluation of first year students in 1965-1966 as compared with 1963-1964. A possible interpretation of this finding was that employers were becoming more discriminating in their ratings of students as their experience with the rating scale increased. Interviews with the employers supervising the greatest number of students indicated that they subjectively felt that they were not only utilizing greater discrimination in their ratings, but were also more exacting in their expectations of students. This subjective finding further enhances the results showing improved work performance by students in their third year of work experience. (See Chart XVII) A less marked, but also significant improvement in score, is shown by third-year students entering the work experience program over first-year students entering the program.

A statistical comparison was made of the grades of students participating in the work experience program with those who did not in order to test the hypothesis that work experience enhanced classroom performance.

Scores were derived by assigning values to the letter grades as follows.

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
12	11	10	9	8	7	6	5	4	3	2	1	0

In order to eliminate the problem of negative differences, a constant five was added to each of the differences.

For example:

Student	1965-1966 Eng.	S.S.	1964-1965 Eng.	S.S.	Diff + 5 Eng.	S.S.
X1	5	5	2	4	8	6
X2	2	2	4	4	3	3

Tables 8 and 9 summarize this comparison for grades 11 and 12. The difference in score growth is in favor of those with work experience for the twelfth-grade group, but not for the eleventh-grade group. In neither case is the difference statistically significant.

CHART XX

Score Growth in English and Social Studies For 12th Grade Students in Demonstration Project

Population	Mean Growth in S.S.	Mean Growth in English
With work experience	6.875	5.937
Without work experience	6.10	6.36

CHART XXI

Score Growth in English and Social Studies
For 11th Grade Students in the Demonstration Project

Population	Mean Growth in S.S.	Mean Growth in English
With work experience	5.250	6.666
Without work experience	6.400	7.545
Group combined	5.588	6.942

In addition, a Sum-of-Ranks test computed on the 12th grade class indicated that there were no significant differences between the students who are working and those in regular classes, when compared by the way the students were ranked by their teachers on academic proficiency.

III - Conclusions of Data Processing

From the evidence presented in this report, the following generalizations seem reasonable.

1. A marked difference in dropout rates observed between the experimental population and an earlier study of a complete age group by Bowman and Matthews. Approximately one half as many were observed as might have been expected on the basis of the earlier study. While other variables may have had some effect, it seems reasonable to conclude that the total program has been effective in increasing holding power at the 10th, 11th, and 12th grade levels.

2. The reading program, over a three-year period, has been effective in the growth of the slow learners reading ability. A regression analysis indicates that those students in the experimental group do continue to develop skills in reading, whereas those in the control group do not. In fact, those in the control group seemed to regress in their reading skills.

3. The 7th grade special arithmetic program has been effective for the slow learner population, but the growth realized in the 7th grade for the experimental group did not continue through the 9th grade.

A close look should be taken at the 8th and 9th grade programs to determine what changes in testing and teaching occurred.

4. Even though employers supervising work experience students became more exacting and more discriminating in their ratings of students, significant growth in work attitudes and skills as measured by employer evaluations occurred.

5. While work attitudes and performance improved markedly in the three years of demonstration, the grades in academic subjects and teacher ratings of academic performance did not discriminate between those students who participated in work experience and those who did not. While these findings may be due to selection factors favoring the initial academic performance of those not entering work experience, the data do not indicate that work experience improves academic functioning.

CHAPTER X

SUMMARY AND CONCLUSIONS

Research relating to school dropouts and programs for the amelioration of educational experiences for slow-learning, socially alienated students preceded the Demonstration. This research found that the school dropout meets with difficulty in succeeding at academic tasks in school, has fewer part-time jobs while in school, and has difficulty finding permanent employment after leaving school.

In addition, teacher attitudes and academic pressure related directly to the reinforcement of poor student attitudes and poor academic achievement.

Research also stressed the importance of the home background and the necessity for bringing the parents closer to their own children and to school programs as a factor in reducing school dropouts.

The lack of pre-vocational information and education was shown by researchers as a cause of failure in the world of work by dropout students.

The reported demonstration was an attempt to meet the needs of "dropout-prone" students in the public secondary schools. To meet these objectives, the program was designed to:

1. Prepare the student with learning difficulties for vocational successes.

2. Retain the slow-learning and socially alienated student in the school program through the twelfth year.

3. Provide opportunity for and guidance toward adequate personal and emotional development.

4. Facilitate the transition of dropout-prone students through the elementary school, the junior high school, the senior high school, and the world of work and family living.

The demonstration began in 1963, with the establishment of of full-time classes in grades 7, 10, 11, and 12. In 1964-1965, classes were added for grade 8. During the last year of the program, three full-time classes were in operation in each of grades 7, 8, and 9; and two full-time classes each in grades 10, 11, and 12.

Students involved in the experimental group for demonstration purposes were selected by using the following criteria: intelligence, reading achievement, general achievement, social economic status, and adjustment to school. For comparison, a control group was selected on the basis of the above five factors; but this group did not receive curricular adjustments, work experience, and the services of non-teaching personnel assigned to the demonstration program.

The non-teaching staff of the demonstration project consisted of:

Administrative Director, provided by Southern Illinois University for policy formulation and research analysis;

Project Coordinator, who was responsible for the day-by-day direction and supervision of program operations;

Curriculum Supervisor, under the direction of the Project Coordinator, worked directly with teachers, coordinated curriculum workshops, and in-service training. He selected, devised, purchased, and distributed instructional materials for the teachers in the program, and worked closely with individual students, parents, and teachers in cases requiring consultative help.

Work Experience Supervisor established contact with commercial employers, Unions, and interested citizens as necessary in the establishment of work-study placements. He had general supervisory responsibilities for operation of the Curriculum Demonstration Program.

The Sheltered Workshop Manager ran the service station training school and supervised the students assigned to this pre-vocational experience.

A Demonstration Teacher worked with the Curriculum Supervisor in planning and initiating classroom demonstrations of methods and learning experiences found to be most appropriate for the dropout-prone student.

Social Worker. During five months of the last year of the program, a qualified social worker was employed as parent-visitation worker. She helped the teachers to obtain closer contact with the homes and interpreted the program to parents.

Teaching staff provided by the Quincy, Illinois, Public School System received in-service training in bi-weekly faculty meetings, small-group sessions, individual conferences, and ongoing consultation with the Curriculum Supervisor. In addition, all teachers attended an annual four-week summer workshop.

Summer workshops and in-service training were aimed at developing skills in the areas of sensitivity to human needs, knowledge of social class differences, classroom dynamics, and the teaching of individualized reading. Consultants worked with teachers during the summer workshops in the above-mentioned areas.

An extensive review of curriculum content and methodology is contained in a companion volume to this report. This review could serve as a curriculum guide for schools wishing to institute such a program.

The curriculum was designed to be used in almost any secondary school. The organization of classes followed closely the traditional school subjects. There was an emphasis on communication skills, attitude development, and vocational information. A work experience program was supplemented, and coordinated with, the classroom program. Every attempt was made to enhance the self-concept of the student with successful experiences, and to reward successful problem solution on the part of the student. A major departure from traditional public school practice was the assignment of project teachers to only four hours of teaching duty, and the provision of two hours per day for curriculum preparation and individual student counseling.

Students selected for the experimental group were of low-average intelligence, ranging between 70 and 109 I.Q. on the California Test of Mental Maturity. The selected students median reading achievement was 4.8 at the end of the sixth grade. All students were retarded at least two years in either reading or arithmetic, or the two combined. Eighty-nine per cent of the demonstration students were retarded one year or more in reading achievement. The general academic achievement of the project students was at least one year behind their grade level. The majority of project students came from homes which are located in the lower socio-economic areas of the city.

A teacher-rating scale was utilized, and those students scoring highest on withdrawnness and aggression were given priority for the program. A distinguishing characteristic of students in the program was a limiting self-concept and lack of confidence in their own learning ability.

Parents in general seemed to share this lack of confidence in the individual students, and had little hope that their children would succeed in school. Such students developed several kinds of defense mechanisms which tended to increase their academic disability. Among such defense mechanisms were the "sour grapes" syndrome, disruptive behavior in the classroom, [illegible] rationalizations about their inability to perform academically, and the habit of shifting responsibilities to teachers and other authority figures.

Students reacted in a very positive way to the program. They liked the individual attention and the help they received. They repeatedly indicated to couselors that they were happier in the project classes than they had ever been before in school. There was some reaction to the "coddling" that they received in project classes, but for the most part, their attitudes were characterized by the following: "I like the program because they do try to help you in your work. They understand you, and they want to help you. They never turn you down."

A large percentage of the Curriculum Demonstration Program students participated in the work experience program. One hundred forty-nine students were assigned work experience jobs during the three years. These students were selected from the 9, 10, 11, and 12 grades.

The seventh and eighth-grade students participated in group work within the classroom and in the community. Examples of seventh and eighth-grade work experiences included stuffing of mailings for the United Fund and Mental Health agencies, the assembly of household-type flags for sale in the community and the subsequent distribution of these flags, and other tasks of this nature.

Community work placements included many diverse occupations. Selections were made for their value in teaching a respect for work, in developing student confidence, and on the basis of competent supervision being available to the student.

Sheltered work experiences were instituted throughout the program to develop positive work attitudes and to bring the student to a level of work proficiency that would predict success for placement in a community work experience situation.

A service station was leased from an oil company, as a means of developing sales techniques, proper dress, employer-employee relationships, and good work habits. Special automotive classes were designed to acquaint the students with minor motor repair and automobile maintenance.

School supply stores were established in both the junior and senior high schools for those students expressing an interest in this type of work. A general building maintenance work training program was included for those interested and for those not eligible for other programs. After a student had achieved an established evaluation in any of these sheltered work experiences, he was eligible for placement in a commercial work experience. Pay levels reflecting the ability of the student were based upon employer evaluations.

The work experience program was the most significant positive influence in building a feeling of community goodwill toward the project.

A statistical analysis of data obtained on the progress of the students through the three years of the demonstration program indicated the following conclusions:

1. The program was significantly successful in improving holding power of the school. Approximately one-half as many students actually dropped out of school in the tenth, eleventh, and twelfth grades as might have been expected on the basis of an earlier study in the same school system. It was not possible to measure the attrition rate in primary experimental group that entered the seventh grade in 1963-1964, because the program was not funded through Phase II as outlined in the original proposal.

2. The reading program was successful, producing significantly better reading achievement at the end of the three-year period than was observed in the control population.

3. The arithmetic program produced significantly greater initial gains in the experimental population than in the control population, but these did not continue over the three years.

4. Quantitative evaluation of employer ratings of students assigned to work experience indicated that their work attitude

and efficiency improved throughout the three years of the program even though subjective evidence indicated that employers became more exacting and discriminating in their ratings of work experience students.

5. In spite of observed improvement of student attitudes, improved communication skills, and successful work experience, students in the work experience program did not significantly improve in their academic performance when compared with students who did not receive work experience.

The above conclusions are based upon the performances of those students initially selected at the tenth-grade level. If it had been possible for the project to have completed its planned five-year cycle, it is highly probable that those students for whom the program was initiated at the seventh-grade level might have shown markedly different academic characteristics. The inability to carry the program to the originally planned five years considerably reduced the value of inferences from data collected on the entering seventh-grade group because they had not passed through the modal dropout years.

The completion of Phase I of the Project which was funded as Project D-O 41, did not call for extensive research analysis, but a simple status report. Most of the research analysis was based on the originally planned five-year cycle. However, it was possible with a five-month interim grant (HRD-555-66) to complete certain inferential evaluations on the work accomplished through the third year. It must be borne in mind that most of these inferences are based upon the accomplishment of the tenth, eleventh, and twelfth-grade groups for whom the intervention time at the tenth grade was not originally thought to be ideal.

Much more significant data could have been obtained, had it been possible to follow the original seventh-grade group through the modal dropout years.

However, with the above reservations, the project has been successful in improving student attitudes toward school, and in considerably increasing the holding power of the school with the slow-learning, low socio-economic status, socially alienated student.

The work experience program has been markedly successful in developing good work habits and attitudes toward employment. In spite of the above gains, there is little evidence of a marked ability of the demonstration project to solve the academic difficulties of the experimental students. Although all scores favored the experimental population over the control population, the differences were not marked or statistically significant.
It is, however, felt by the staff of the project that additional study and revision of the curriculum could yet obtain marked changes in students.

A significant event in evaluating this demonstration project is the continuing commitment of the Quincy, Illinois, Public School System and Southern Illinois University. This commitment was made following the end of available outside resources. The Project will be continued in full operation through the school year 1966-67 and 1967-68. Planned research will be carried out with local resources and subsequent reports may reinforce or deny these initial findings.

azc/8-25-66

Appendix A

HOME VISIT REPORT

Student(s)____________________ Address____________________

Parent(s)____________________ Phone____________________

Interviewer____________________ Date____________________

Mother________________Present____________ Interested__________

Father________________Present____________ Interested__________

Guardian(s)____________Present____________ Interested__________

Student(s)____________Present____________ Interested__________

Condition of Home____

Attitude of parents in cooperating with you in helping their son(s) or daughter(s).________________________________

____

____

Parents evaluation of project.

Case Study Checklist

Exercises

1. Family history.
   - a. Father. (Approximate age; general health; insanity; alcoholism; attitude on discipline, education, and religion; amount of schooling; occupation; success in work; personality and temperament, hobbies, recreation, and other such pertinent information.)

   - b. Mother. (Same as father.)

   - c. Siblings. (Number; information about their success in school; attitude and relation toward pupil being studied, relation with parents, age, marital status, and other pertinent information.)

2. Home.
   - a. Neighborhood. (Length of occupancy of present residence; sort of neighborhood; recreational facilities; quiet or noisy.)

   - b. Physical condition of home. (Number of rooms; furnishings, economic condition.)

c. Atmosphere. (Do parents live together; idea of home life; ideas of recreation; attitudes of parents and children toward one another.)

d. Religion. (To what church does family belong; has it strong religious affiliations?)

3. Personal history of pupil.

    a. Age.

    b. Health.

        1. eye defects.
        2. birth injuries.
        3. malnutrition.
        4. children's diseases.
        5. appears fatigued, sleepy.
        6. fears.
        7. extreme restlessness, excitability, irritability.
        8. mannerisms.
        9. any special illness, operations, hospital care.

    c. Habits.

        1. amount of sleep a day.
        2. cleanliness.
        3. neatness.

d. School.

1. list all schools attended from the first grade.

2. grades skipped or repeated.

3. causes of failure, if known.

4. any prejudices against teachers.

5. I. Q., if available.

6. reports, if available, on conduct, attendance, truancy.

7. habits of study in the classroom.

8. home study (facilities, how much done?)

9. methods of reacting during recitations.

e. Work and allowance. (Nature and number of hours per week; use made of earnings; amount of allowance, if any.)

f. Recreation and interests. (Methods of using leisure time; hobbies.)

g. General characteristics which make him stand out as an individual. (Shy; self-conscious; impulsive; easily discouraged; whining; worrying; alibiing; stubborn; affectionate; jealous; reserved; suspicious; grudge attitude; day-dreaming; seclusive; other characteristics.)

4. Test Data.
   a. Aptitude Test data. (Include I.Q. scores, if available.)

   b. Achievement Test data. (Give name of tests, date administered, results.)

   c. Personality or adjustment test data. (Same as above.)

5. Teacher comments. (Include present teacher(s) and former teachers, if available.)

6. Interest Inventory. (Radio programs, television programs, reading, play, hobbies, movies, organizations, trips enjoyed, home recreation.)

7. Interviews and conferences. These can be held with the child, his parents, pupils who know him and other teachers. It would be well to have a few specific questions which will be asked of all the people interviewed. What are some of the questions you will use? Do the answers from various sources have a similarity in pattern?

WORK EXPERIENCE QUESTIONNAIRE

Please answer the following questions regarding the operation of the work experience program at Quincy Senior High School.

1. Are you interested in working at our CDP service station? Why or Why not.

2. What hourly wage would you accept?

3. What time of the day do you wish to work? A. Morning, B. Afternoon, C. Evening. (School schedule can be changed for those wishing to work during the school day.)

4. Would you be interested in taking a service station training course if it were offered in the regular school schedule?

5. Would you be interested in a Motor Analysis and Tune Up course that would be offered here at Q.H.S. after school for credit? (This class would be open to any boy in the CDP project.)

6. What type of work experience training would you like to have here at Q.H.S.? (Omit school store, service station training school, and school maintenance.)

7. Do you feel that everyone in the CDP program should be required to participate in some work experience before graduation? Why or Why not.

8. If you are presently employed in one of the sheltered work experience programs (school store, service station training school, or school maintenance) what suggestions would you make for the betterment of the program?

9. Do you feel that the work experience training has been helpful to you? Explain your answer.

1/10/66

Name________________________________

Appendix D

CURRICULUM DEMONSTRATION PROGRAM DATE ____________

PERSONAL DATA SHEET
(Please Print)
1965-1966

NAME ______________________________________ BIRTH ________ AGE ___
(last) (first) (Middle)

ADDRESS __________________________________ PHONE ____________

SOCIAL SECURITY NO. __________________ SEX: Male____ Female ____

GRADE IN SCHOOL: 7 - 8 - 9 - 10 - 11 - 12

Condition of helath (list any disabilities): ________________

____

Name of Father (or Step-father) ______________________________

Where does he work? ____

Name of Mother (or Step-mother) ______________________________

Where does she work? ____

With whom do you live? (Indicate by a check mark)

Both parents ____ Mother only ____ Father only ____

Grandparents_____ Other Relative ____ (If you live with a relative or persons other than your parents please fill out the following.)

Name of Person ____

What relationship is this person to you (aunt, uncle, etc.)______

How many brothers and sisters do you have ____? Please list names and ages:

Full Name	Age	Full Name	Age

Hobbies: ____

School Organizations: ________________________________

____

Sports: ____

Social Activities: ____________________________________

Are you presently employed: Yes ____ No _____

If yes: Place of employment ___________________________

Address of employment _____________________________

Employer's Name ___________________________________

Hours of employment: From ________ To ________.

Job Description ___________________________________

Are you interested in a part time job? Yes_____ No _____

If yes, what type of work? List in order of preference.

1. ____

2. ____

3. ____

4. ____

5. ____

Did you have a job this past summer? Yes ____ No ____

If yes: Place of employment ___________________________

Employer's name ___________________________________

Job description ___________________________________

List past work experience. (What type of work have you performed in the last three years?)

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Are you interested in working at the following locations? (Indicate by a check mark.)

____ Training School Service (must be 16 years of age)

____ School Cafeteria - Junior or Senior High

____ School Store - Junior or Senior High

____ Bookkeeping class (girls only) - Senior High

CLASS SCHEDULE

PERIOD		1	2	3	4	5	6
Mon.	Teacher						
	Subject						
Tues.	Teacher						
	Subject						
Wed.	Teacher						
	Subject						
Thurs.	Teacher						
	Subject						
Fri.	Teacher						
	Subject						

Lunch Period: From______ To______

Signature ________________

____

Appendix E

CDP STUDENT INFORMATION BLANK

Please fill out all the blanks below that apply to you. Your teacher will help you if you have difficulty.

1. School__________________ Date__________________________

2. Name __________________ Sex__________________________

3. Address__________________ Phone Number__________________

4. Name of father___________ or Step-father_______________

   Name of father's employer_______________________________

   What kind of work does he do?_________________________

5. Name of mother___________ or Step-mother________________

   Name of mother's employer_______________________________

   What kind of work does she do?________________________

6. With whom do you live? (Indicate by a check mark)

   Both patents____________

   Mother only____________

   Father only____________

   Grandparents or other relative____________

   If you live with a relative or persons other than your parents, please fill out the following:

   Name of person____

   What relationship is this person to you (aunt, uncle,etc.)

   ____

   Where does he work?____________________________________

7. How many brothers and sisters do you have?___Please list their names and ages below:

Name	Age	Name	Age

Appendix F
(Do Not Fill In)

L__________
A__________
W__________

Name of Child______________________________
Grade School______________________________
Teacher______________________________

Pupil Adjustment Rating Sheet

Directions: In each of the sets of descriptive statements below pick out the statements which you think fits the child most aptly--the one which the child is most like. Place the letter corresponding to this statement in the left hand margin. Do not be concerned if the statement does not apply exactly, and do not dwell too long on your decision. Your first judgment is best for this kind of rating. Complete a rating for each sixth grade child in your room at the end of the year. Thank you.

____1. A. Others come to him for help.
B. Causes disturbances.
C. Lacks confidence in himself.

____2. A. Other people find it hard to get along with him.
B. Is easily confused.
C. Other people are eager to be near him or on his side.

____3. A. Sensitive, touchy, hurt by criticism.
B. Shows off, attention getter.
C. Is self-confident.

____4. A. Is extremely quiet and passive.
B. Is a natural leader.
C. Is boastful.

____5. A. Frequently gets into fights or heated arguments.
B. Exerts a good influence on the class.
C. Seems anxious and fearful.

____6. A. Makes sensible, practical plans.
B. Breaks rules frequently.
C. Becomes discouraged easily.

____7. A. Takes an active part in group projects and other activities
B. Is shy and retiring.
C. Others cannot work with him

____8. A. Quarrelsome.
B. Is tense or ill at ease when reciting or appearing before a group.
C. Likes jobs which give him responsibility.

____9. A. His presence or absence is not noticed by other children.
B. Figures out things for himself.
C. Is impulsive and easily excited.

____10. A. Tries to bully and domineer over others.
B. Is quick to see valuable things in other people's suggestions.
C. Is hard to get to know.

Appendix G

PREVOCATIONAL TRAINING

Evaluation Form Curriculum Demonstration Program

To________________________For training period ending__________

Name of trainee________________Case Number____________________

Scale	Point Values
Outstanding	1
Satisfactory	2
Needs Improvement	3
Unsatisfactory	4

Regular Classroom Work
Sheltered Work Experience Programs
(School store, service station training school, school maintenance)
Community Work Experiences

Work Experience (Place 1-2-3 or 4 below)		Classroom Work (Place 1-2-3 or 4 below)
	General	
____	Appearance	____
____	Punctuality	____
____	Attendance	____
____	Quantity of Work	____
____	Relationship with Others	____
____	Attitude toward Work	____
____	Desire to Learn	____
____	Quality of Work	____
____	Character	____
____	Cheerfulness	____
	Attendance this Period (If absent or tardy, list number of days)	
____	No Time Lost	____
____	Number Times Tardy	____
____	Number Times Absent	____
____	Excusable (yes or no)	____
	Health Status (Check one)	
____	Good	____
____	Unchanged	____
____	Comments	____

Difficulties with Training Course

(Indicate if student is having some difficulty in his prevocational training.)

Examples;

1. Student does not follow instructions.
2. Student has difficulty working with tools or machines.
3. Student lacks accuracy in his classroom work.

____

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____

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____________________ Signature ____________________

Work Experience 3/14/66 Classroom Teacher

Appendix H

A Curriculum For Dropout-Prone Students

by Charles V. Matthews, John E. Roam,
Marvin H. Rull, et.al.

(Under Separate Cover).

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